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ABSTRACT

Recognizing that the enrichment of the child's language arts experience is a prime educational responsibility, this booklet presents language learning materials which focus on teaching as developing awareness, widening the pupil's breadth of understanding, correcting poor habits, and cultivating positive attitudes toward language learning. Contents consist of lists of the language arts goals and objectives prescribed by the school district; sample behavioral objectives and testing models on the primary, intermediate, middle school, and high school levels for each of four student goals (to master communication skills, to acquire a sense of aesthetic discrimination, to become a self-actualizing person, and to assume responsibility for one's continuing development); suggested methods of evaluation; and a partial list of resource publications. (JM)

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LANGUAGE ARTS

GOALS AND OBJECTIVES

CHERRY CREEK SCHOOLS

1973

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Teacher-On-Special-Assignment

CS 201 447

INTRODUCTION

A committee was appointed by the Superintendent to recommend a proposal for a Teacher-On-Special-Assignment whose charge would be to work with the district staffs to identify and articulate the language arts program of the district.

The proposal that was recommended by the language arts steering committee included three phases:

The first phase was exploratory to determine the scope of the existing program and to identify the areas that needed to be developed. This information was gathered through observation, study of existing materials and extensive conferences with the staffs of the elementary, middle and high schools.

The second phase was a summer committee project under the direction of the Teacher-On-Special-Assignment that would generate district goals and objectives. The teachers selected to work on this project were representative of the three levels of instruction in order to assure the articulation of any material that would be developed.

The third phase will be the development and implementation of an orientation program developed cooperatively by the Teacher-On-Special-Assignment, the administrators and the teachers in the individual buildings.

The value of this publication will be determined by the contributions of the individual teacher as he incorporates

it into his instructional program. To the extent that we are all able to work cooperatively, the language arts program in the Cherry Creek Schools will continue to have significance and effectiveness. As these materials are evaluated and revised, it is hoped that they will enrich the language arts experience of our most important concern, the child, whose education is our responsibility.

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Metaphors We Live By

> You must work—we all must work—
> to make this world worthy of its
> children.
>
> ---Pablo Casals

To a much greater degree than any of us realizes, we do live by the metaphors that are a constant part of our lives. Perhaps this is even more true of the people who work in the area of language arts. For us, language arts is a system of symbols or way of representing reality; it is the reduction experience and wisdom to symbolic expression. Our world is a world of metaphor and without mastery in language arts we cannot fully recognize our potential - we cannot even fully experience life at the present moment. No other subject provides such a variety of opportunity to relate experiences and use the ideas that a person knows best and that are most important to him.

Training in language, however, does not begin in the schools. By the time a child reaches kindergarten age, he already knows a great deal about his language. His first experiences involve trying to acquire facility in a system which is continually changing, is composed of many varieties, is often arbitrary, and reflects many differing cultures. A further complication is that the learner needs just about everything at once when he tackles the writing, speaking and

reading activities needed for effective communication.

Because the child enters school with some facility in language, teaching involves developing awareness, widening the pupil's breadth of understanding, correcting poor habits, and cultivating positive attitudes toward language learning. This obligation of the teacher of language arts offers much challenge, and at the same time provides an opportunity to use imagination and originality. The process is not a closed system. Retention of effective methods and development of new techniques are necessities. Therefore many alternatives exist in the teaching of language arts, and teachers are encouraged to synthesize and individualize the most useful of them into a program tailored to fit the unique needs of every student.

The purpose of this publication is to carry out the instructions of the district steering committee for language arts "to compile the goals of the language arts program as identified by the staffs of the elementary, middle and high schools ...and to prepare broad performance objectives at the three levels to fulfill the state's accountability requirements." The Committee for Development of Goals and Objectives in Language Arts has further been asked to provide sample behavioral objectives and testing models that may indicate how objectives are related to goals and what evaluation or

measurement can be made of the student's mastery of the objective. For this purpose we began with the "Goals for Cherry Creek Schools" as adopted by the Board of Education in December, 1972.

Goals for Cherry Creek Schools

The Cherry Creek School District recognizes the dignity and human value of each student.

It shall be the responsibility of the Cherry Creek School District and community to create a flexible learning environment in which opportunities are provided for each student:

--to get excited about learning, being provided stimulation of intellect and curiosity

--to develop his talent.

More specifically, opportunities:

--to acquire and develop fundamental skills of mathematics, language arts, sciences and social sciences commensurate with the student's abilities.

--to recognize his responsibility as a citizen by developing attitudes of self-respect, self-discipline and respect for others.

--to acquire and develop physical skills and learn the principles and develop practices of sound health.

--to gain the ability to recognize problems and determine solutions logically.

--to explore a career and/or personal fulfillment through training in vocational skills.

--to develop creative talents and to broaden interests in the arts.

Therefore, the Cherry Creek School District is committed to individualized instruction, to developing and maintaining programs that are responsive to the needs of each pupil and will provide alternatives to meet the philosophical needs and desires of the communities involved.

To ensure that the classroom objectives are centered on achieving district goals, the committee has linked specific behavioral objectives and broad language arts goals to the district goals. Sample behavioral objectives and testing models are included. It is assumed, however, that the classroom teachers will also refer to existing objectives found in their schools' check lists, goals and master plans, national publications (Westinghouse, Fountain Valley, IOX), or district publications such as Media Ecology or English for An Elctronic Age.

This, then, is a descriptive rather than prescriptive publication, and we hope that the format is clear, concise and usable. Our terms are general and are defined as follows:

Language Arts - Reading, Writing, Study Skills; Speaking, Listening, Viewing and Non-verbal Skills (gestures, facial expression, pantomime, body language).

Goal - a statement of purpose a district or school will try to achieve.

Objectives - a statement of aims that a program (such as language arts, math, science) will try to achieve within a school.

Behavioral Objective - a statement that describes exactly what is to be achieved by the student under what conditions and measured by a given standard.

Instructional Level - the level at which a teacher is presenting materials to the student, based on diagnosis of the student's learning level.

Mastery - proficiency in usage.

Aesthetic - a sense of appreciation for artistic skill; a responsiveness to the beautiful.

Self-actualizing - operating at the fullest extent of one's possibilities.

We sincerely hope that we have identified those goals and objectives which truly reflect the nature of the Cherry Creek Schools. This document should not add to the burden of the teacher, but rather provide a confirmation for, and a refinement of, what is already happening in our schools. What all of this requires, of course, is cooperation and communication. In order to better our language arts performance, hopefully, we can all work together within a framework that is flexible, that recognizes the validity and compatibility of various approaches, that is dynamic and innovative and fulfills the district goal of excellence.

What can be nobler than to
found an institution that,
by the simple force of its
daily life, shall go out
among the young and call
each one to a higher life
than he could have found
without it!

---Joseph Ward

LANGUAGE ARTS GOALS

Commensurate with his abilities, the student

I ---will master communication skills

II ---will acquire a sense of aesthetic discrimination in the language arts

III---will become a self-actualizing person

IV ---will assume responsibility for his continuing development in the language arts.

Objectives for Goal I

Commensurate with his instructional level, the student

---will demonstrate mastery of reading, writing and study skills

---will demonstrate mastery of speaking, listening and viewing skills

---will demonstrate mastery of skills in non-verbal communication.

Objectives for Goal II

Commensurate with his instructional level, the student

---will give critical and concrete reasons for classifying a selection as artistically superior to another

---will give critical and concrete reasons for his reaction to a particular communication

---will evaluate media having similar content and will select the more effective medium

---will recognize the value of creativity and its contribution to his society.

Objectives for Goal III

In becoming a self-actualizing person, the student

---will acquire the verbal and non-verbal skills necessary to express his perception of himself

---will acquire the communication skills necessary to maintain positive social interaction

---will apply imagination and will utilize a variety of skills, materials, and styles in creative self-expression

---will identify, through language arts media, his personal feelings and values; will compare and contrast them with those of his contemporaries and with those of characters in literature and mass media

---will identify and express his strengths and limitations, will evaluate his performance, and then set and revise goals.

Objectives for Goal IV

In assuming responsibility for his continuing development, the student

---will choose electives or independent activities which fulfill his interests and meet his foreseeable educational needs

---will explore and consider new ideas and activities

---will think independently and support his expressed ideas and opinions

---will recognize, analyze and evaluate problems at progressive levels both in and out of the classroom, and will apply practical and academic knowledge in proposing possible solutions.

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GOAL I

THE STUDENT

--- WILL MASTER COMMUNICATION SKILLS

Goal I: Commensurate with his abilities, the student will master communication skills

Objective: Commensurate with his instructional level, the student will demonstrate mastery of reading, writing and study skills

Sample Behavioral Objectives and Testing Models for READING

PRIMARY

GIVEN A READING SELECTION, THE STUDENT WILL ANSWER SPECIFIC QUESTIONS AND/OR FIND DETAILED INFORMATION.

Sample Item: Read the first two paragraphs of "Eddie and the Doll" and be ready to answer questions on them.

Eddie Wilson was all excited. It was the town's yearly Clean-up Week. This was the week when people gathered together the things they no longer wanted. These things were then sold to help swell the United Fund. The sale was always held in a big empty store on Main Street.

Each year Eddie went to the sale with the money he had saved. He had gotten lots of his valuable property this way. Eddie's family would call it "junk," but that did not matter to Eddie. There had been times when even his father had been forced to admit that Eddie had brought home "some swell stuff." Now Eddie was hoping to find a doll that his friend Anna Patricia would like. He wanted to trade it for an old printing press that she had.

(from "Eddie and the Doll" by Carolyn Haywood)

1. Why was Eddie excited?
2. What was Clean-up Week?
3. What was Eddie's valuable property?
4. Why did Eddie want a doll?

Answer (may vary):

1. Eddie was excited about Clean-up Week.
2. Clean-up Week was when people gathered old things to sell for the United Fund.
3. Eddie's valuable property was all the things he collected, which his family called "junk."
4. Eddie wanted a doll to trade to Anna Patricia for a printing press she had.

AFTER READING A GROUP OF WORDS, SOME OF WHICH RHYME AND SOME OF WHICH DO NOT, THE STUDENT WILL DESIGNATE THE NON-RHYMING WORDS.

Sample Item: Read each of the following lists. Cross out the word which does not rhyme with the others on the list.

1. make, big, fake, take
2. fill, bill, kite, mill
3. sat, cat, tell, mat

Answer: 1. big, 2. kite, 3. tell

INTERMEDIATE

GIVEN A FABLE, THE STUDENT WILL DESCRIBE THE CHARACTERS.

Sample Item: Read the following fable. Then tell how many characters there are, who they are, and how they are described.

The Wind and the Sun

The Wind and the Sun were arguing about which was the stronger. Suddenly, they saw a man coming down the road and the Sun said, "I know a way we can settle the argument. Whichever one of us can make the man take off his coat will be the stronger. You begin." So the Sun went behind a cloud, and the Wind began to blow as hard as he could upon the man. But the harder he blew, the more closely the man wrapped his coat around him, until at last the Wind had to give up. Then the Sun came out and shone brightly upon the man, who soon found it too hot to walk with his coat on and took it off.

Criteria: The student will tell how many characters there are
Who they are
How they are described

Answers: There are three characters.
The main characters are the Wind, the Sun, and the Man.
The Wind is a strong cold wind.
The Sund is warm and kind.
The Man is walking down the road wearing a coat.

GIVEN A LIST OF ONE SYLLABLE WORDS, FROM A NEW STORY, THE STUDENT WILL BE ABLE TO IDENTIFY THE WORDS AMONG THEM WHICH HAVE VCe SPELLING.

Sample Item: Circle the words in the following list from today's story that have the VCe spelling pattern:

quick	dupe	knife	plow
rage	plow	plant	thief
lept	shape	deed	void
price	string	scan	pain

Answer: rage dupe knife price shape

MIDDLE SCHOOL

GIVEN SHORT STORIES TO READ, THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF ELEMENTS OF THE SHORT STORY BY FORMAL EVALUATION.

Sample Item: Read "Charles" by Shirley Jackson and identify point of view and technical climax

The point of view of "Charles" is

___restrictive point of view of mother, first person
___omniscient point of view of mother, third person
___restrictive point of view of the son, first person
___omniscient point of view of Charles, third person

The technical climax of the story is

___the mother learns there is no Charles in school
___the son tells about Charles' behavior
___the son insults his father
___the teacher keeps Charles after school

Answer: First choice in both examples.

GIVEN A POEM, THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF TONE BY FORMAL EVALUATION.

Sample Item: Read the poem, "The Man from Washington," and identify its tone.

The Man from Washington

The end came easy for most of us.
Packed away in our crude beginnings
In some far corner of a flat world,
We didn't expect much more
Than firewood and buffalo robes
To keep us warm. The man came down,
A slouching dwarf with rainwater eyes,
And spoke to us. He promised
That life would go on as usual,
That treaties would be signed, and everyone--
Man, woman, and child--would be innoculated
Against a world in which we had no part,
A world of wealth, promise, and fabulous disease.

---James Welch
a Blackfeet Indian

The tone of the poem is one of ___bitterness
___loneliness
___sadness

Answer: bitterness

HIGH SCHOOL

GIVEN A READING SELECTION, THE STUDENT WILL READ THE SELECTION WITHIN THE ALLOTED TIME AND DEMONSTRATE A BASIC COMPREHENSION OF CONTENT.

Sample Items: Read "The Necklace" by Guy de Maupassant
Alloted time: class period

Criteria: Identify the central characters.
Describe the setting.
Outline plot sequence and identify climax.

Sample Item: Read Huckleberry Finn by Mark Twain
Alotted time: two weeks

Criteria: Identify major themes.
Discuss character development.
Describe structure and style.

Sample Item: Read the poems "Man and Wife" by Robert Lowell and "Preludes" by T. S. Elliot
Alloted time: one week

Criteria: Compare and contrast structure, content and poetic devices.

Sample Item: Read a selection from Man in the Expository Mode #3
Alloted time: class period

Criteria: Identify major thesis and supporting evidence.
Differentiate between fact and opinion.

GIVEN LITERARY SELECTIONS FROM ALL GENRES AND HISTORICAL PERIODS, THE STUDENT WILL COMPREHEND AND CLASSIFY THE SELECTIONS ACCORDING TO GENRE AND HISTORICAL PERIOD.

Sample Items: Classify the works and selections read in this class by genre and justify your classification
Examination: written test
Criteria: Differentiation of form, purpose, literary devices, diction and style

Read excerpts from Ben Franklin's Diary and John Kennedy's Inaugural Address
Examination: written or oral
Criteria: Indicate the older selection, how much older, and support your conclusions

Goal: Commensurate with his abilities, the student will master communication skills.

Broad Objective: Commensurate with his instructional level, the student will demonstrate mastery of reading, writing and study skills

Sample Behavioral Objectives and Testing Models for

WRITING

PRIMARY

GIVEN A TOPIC SENTENCE, THE STUDENT (EITHER ALONE OR IN A GROUP) WILL WRITE A PARAGRAPH IN ACCORDANCE WITH PRE-SPECIFIED CRITERIA.

Sample Item: Write a paragraph of 3-5 sentences using one of the following as a topic sentence:

1. An elephant is performing in the circus.
2. The boy is riding on his new bicycle.
3. I am learning to ski.

Criteria: All sentences in the paragraph should relate to the topic.
The first word in each sentence must be capitalized.
The correct punctuation must be used at the end of each sentence.
The first line of the paragraph should be indented.
The paragraph should contain 3-5 sentences.

GIVEN THE NAME OF A LETTER, THE STUDENT WILL WRITE IT IN MANUSCRIPT IN UPPER AND LOWER CASE.

Sample Item: Print capital A. Print small a.

Criteria: Student prints the letters in correct form.

INDERMEDIATE

GIVEN A SET OF UNPUNCTUATED SENTENCES WHICH ARE NOT ORGANIZED SEQUENTIALLY, THE STUDENT WILL WRITE THE SENTENCES ORGANIZING THEM IN SEQUENCE IN A PARAGRAPH AND SUPPLY THE APPROPRIATE CAPITALIZATION AND PUNCTUATION.

Sample Item: Group the following sentences in paragraph form, and punctuate them correctly:

1. what animals did they see
2. then they saw the lions that roared loudly
3. first they saw the monkeys that did little acts and made the girls laugh
4. mary went to the zoo with her sister
5. mary enjoyed her trip to the zoo

Answer: Mary went to the zoo with her sister. What animals did they see? First, they saw the monkeys that did little acts and made the girls laugh. Then they saw the lions that roared loudly. Mary enjoyed her trip to the zoo.

GIVEN A PARTIAL SIMILE, THE STUDENT WILL COMPLETE IT.

Sample Item: Think of interesting ideas for each incomplete simile. Using these ideas, complete the following:

1. as quiet as _____
2. as clear as _____
3. _____like a waterfall
4. as calm as _____
5. a flower like _____
6. as slowly as _____
7. _____ as a freight train

Criteria: Each simile must be complete.
Examples:
1. as quiet as falling snow
2. as slowly as time passing in a dentist's office

GIVEN A PARAGRAPH WRITTEN IN MANUSCRIPT, THE STUDENT WILL REPRODUCE IT IN CURSIVE FORM USING CORRECT LETTER FORM.

Sample Item: Using your best cursive form, copy the assigned paragraph from your language book. Be ready to evaluate your work.

Criteria: The student will
Compare for correct letter form.
Check for letter spacing and word spacing.
Check for slant of letters.

MIDDLE SCHOOL

GIVEN AN ASSIGNMENT TO DESCRIBE A SINGLE EVENT OR OBJECT IN A NUMBER OF WAYS TO ACHIEVE A NUMBER OF DIFFERNT PURPOSES, THE STUDENT WILL COMPLETE THE ASSIGNMENT IN ACCORDANCE WITH THE FOLLOWING:

1. The point of view in each description will be consistent with the point of view required in the assignment.
2. The language used for each description will be appropriate both to the assigned point of view and to the assigned purpose of the description.

Sample Item: Choose a form for each of the following which will best fulfill the stated purpose:

1. Write a description of your house to your best friend in the town from which you have just moved.
2. Write a description of your house to a friend who wants to recongnize it as he drives by.
3. Write a description of your house from the point of view of a real estate man trying to sell the house.
4. Write a description of your house from the point of view of one architect or builder to another.

Criteria: 1. The student will write a personal letter; the description will probably compare the new house with the old house, give a little information about the neighborhood and give opinions (likes and dislikes).

2. The student will write a description which will include landmarks, destinctive features, outside appearance of house, and street names. It will be designed to facilitate recognition so it will concentrate on facts and not opinion.

3. The description will be written from the point of view of a real estate man. The description will include property value, age of house, number of rooms, information about special features, location, utilities, etc. The emphasis will be on positive aspects.

4. The description will be written from the point of view of an architect. The description will include information about construction, materials used, landscaping, soil composition, etc.

HIGH SCHOOL

GIVEN A WRITTEN ASSIGNMENT, THE STUDENT WILL DEMONSTRATE ACCEPTABLE USAGE OF WRITING SKILLS.

Sample Item: Write a paragraph describing a doorknob in one thousand words or less.

Criteria: Topic sentence, development, summation, punctuation, vocabulary, and sentence structure

Sample Item: Write an essay attacking or supporting the following statement: "In order to alleviate the present problems of pollution, energy consumption, rising insurance rates, and urban overcrowding, the legal driving age should be raised to eighteen."

Criteria: Introduction, specific support, conclusions, transitions, development, and logic

Sample Item: A teenager arrives home four hours after her curfew and is confronted by her father. Write a dialogue, a poem and an objective report which describe and develop the situation, the conflict, and the resolution.

Criteria: Use of correct forms, conflict development, style, mood and tone

Goal I: Commensurate with his abilities, the student will master communication skills.

Objective: Commensurate with his instructional level, the student will demonstrate mastery of reading, writing and study skills

Sample Behavioral Objectives
and Testing Models
for

STUDY SKILLS

PRIMARY

GIVEN A GROUP OF WORDS BEGINNING WITH DIFFERENT LETTERS, THE STUDENT WILL PUT THEM IN ALPHABETICAL ORDER.

Sample Item: Put these words in alphbetical order: ball, round, came, neighbor, apple.

Answer: apple, ball, came, neighbor, round

UPON REQUEST THE STUDENT WILL FIND THE TITLE PAGE OF A BOOK AND IDENTIFY THE INFORMATION IT CONTAINS.

Sample Item: What can you tell about the book by looking at the title page?
What is the name of this book?
Who wrote this book?

Criteria: Responses appropriate to the book

GIVEN AN UNFAMILIAR WORD, THE STUDENT WILL FIND THE WORD IN A DICTIONARY, NOTE ITS SPELLING, AND COPY THE WORD CORRECTLY.

Sample Item: Look up these words and copy the words and their definition: distant, society, baggage

Criteria: Student copies words and definition

GIVEN A TOPIC, THE STUDENT WILL USE THE CARD CATALOGUE TO LOCATE ONE OR MORE LIBRARY BOOKS ON THAT TOPIC.

Sample Item: Find books about mammals.

Criteria: Student looks in card catalogue and selects several books about mammals.

INTERMEDIATE

GIVEN A SUBJECT, THE STUDENT WILL USE THE CARD CATALOGUE TO IDENTIFY TWO REFERENCES ON A SUBJECT, AND INCLUDE THE AUTHOR, TITLE, PUBLISHER, COPYRIGHT DATE, NUMBER OF PAGES, AND CALL NUMBER FOR EACH REFERENCE.

Sample Item: Find two references on the subject of Greek Mythology. Give the author, title, publisher, copyright date, number of pages, and call number for each reference.

Criteria: The student will list two references included in the card catalogue with all the necessary data.

GIVEN A DICTIONARY AND A LIST OF PREFIXES AND SUFFIXES, THE STUDENT WILL LOCATE AND WRITE THE DEFINITION FOR EACH PREFIX AND SUFFIX.

Sample Item: Define each prefix or suffix:

1. anti 2. ly 3. non
4. ness 5. un 6. ism

Answer: 1. against, hostile to 2. like, characteristic of 3. not 4. condition, quality, or state of being 5. no, not, nor, lack of 6. the act, practice, result of

GIVEN A BOOK AND SPECIFIC SUBJECT AREAS TO LOCATE, THE STUDENT WILL USE THE INDEX TO LOOK UP SELECTIONS FROM EACH SUBJECT AREA AND WRITE THE PAGE NUMBER OF EACH SELECTION.

Sample Item: In the book find a selection in each of the following subject areas:

plays, lyric poems, fables, myths and legends

Criteria: Student will identify the selection and page number according to the book used.

MIDDLE SCHOOL

GIVEN A LIST OF TOPICS, THE STUDENT WILL USE THE ENCYCLOPEDIA TO LIST A GIVEN NUMBER OF CROSS REFERENCES FOR EACH TOPIC.

Sample Item: Locate each of these three topics in the encyclopedia. List at least three cross references for each topic.

1. astronomy
2. medicine
3. government

Answer: Example from Collier's Encyclopedia

1. solar system, celestial sphere, time and measurement
2. medical history, hospital, medical doctor
3. judiciary, legislature, political science and philosophy

GIVEN A WRITTEN PASSAGE, THE STUDENT WILL ARRANGE THE MAIN FACTS OF THE SELECTION INTO OUTLINE FORM.

Sample Item: The teacher will ask the students to look up one of the following selections in an encyclopedia. Then the student will outline the main facts of the article.

1. aarkvark
2. eggplant
3. adobe
4. marshall

Criteria: The student will outline the main facts in accordance with the following form:

I.
A.
1.
2.
B.
1.
2.
II.

HIGH SCHOOL

GIVEN AN ASSIGNMENT, THE STUDENT WILL EMPLOY ADEQUATE STUDY SKILLS RELEVANT TO THE ASSIGNMENT.

Sample Item: After reading a writing sample containing numerous errors in spelling, punctuation and diction, the student will identify and correct the errors.

Criteria: Proofreading ability

Sample Item: Use at least three different note taking forms on a science lecture, a TV news program, and a short story.

Criteria: Organization, succinctness, brevity, practicality

Sample Item: Within two minutes locate the major ideas in an article from Saturday Review.
Then list the thesis, major points, and conclusion.

Criteria: Skimming and scanning techniques

Goal I: Commensurate with his abilities, the student will master communication skills.

Objective: Commensurate with his instructional level, the student will demonstrate mastery of speaking, listening and viewing skills.

Sample Behavioral Objectives and Testing Models for SPEAKING SKILLS

PRIMARY

GIVEN A SITUATION IN WHICH HE CAN SHARE AN OBJECT OF HIS CHOICE WITH THE CLASS, THE STUDENT WILL BRING AN OBJECT AND TELL ABOUT IT.

Sample Item: Bring something to share with the class for show and tell

Criteria:
1. Brings something to share
2. Speaks clearly
3. Is able to tell about his object
4. Uses vocabulary commensurate with his ability

GIVEN A SUBJECT OF HIS CHOICE, THE STUDENT WILL ORALLY EXPLAIN THE SUBJECT TO THE CLASS, ACCORDING TO PRE-SPECIFIED CRITERIA.

Sample Item: Prepare a talk to give to the class on how to do something. Be sure you explain how to do it step-by-step. Remember to speak slowly enough and loudly enough so that everyone in the class is able to hear you. If there are unfamiliar words, explain them to the class. For example, bring in a game, explain the rules to the class and demonstrate how to play it.

Criteria:
1. Explains in chronological steps
2. Speaks loudly enough to be heard
3. Speaks slowly
4. Explains any unfamiliar words to the class

INTERMEDIATE

GIVEN AN INANIMATE OBJECT, THE STUDENT WILL DESCRIBE THE OBJECT AS IF IT WERE A PERSON.

Sample Item: Describe the moon as a person awaiting the arrival of the astronauts as either welcome guests or intruders. Use descriptive-sensory words to tell how the moon feels. You may speak as though you are the moon, if you wish.

Criteria: The description will be 2-3 minutes in length.
The attitude of the moon will be reflected by the sensory-descriptive words and phrase.
The continuity and sequence will contribute to the sense of flow in the monologue.
The student will:
- Speak clearly
- Tell important facts
- Stand straight
- Look at the class
- Speak so others can hear

GIVEN A POEM, THE STUDENT WILL READ IT ALOUD IN ACCORDANCE WITH PRE-SPECIFIED CRITERIA.

Sample Item: Read the poem "October" Ginn Elementary English #3 aloud in front of the class.

Criteria: The student will:
- Read loudly enough for all the class to hear
- Read with expression (avoid sing-song manner)
- Interpret the punctuation correctly
- Use proper phrasing

MIDDLE SCHOOL

GIVEN AN ASSIGNMENT TO PARTICIPATE IN A PANEL DISCUSSION ON A SPECIFIED TOPIC, THE STUDENT WILL CONTRIBUTE INFORMATION AND WILL LISTEN ATTENTIVELY TO OTHER PANEL MEMBERS.

Sample Item: Using the Reader's Guide, find at least two articles on pollution. Read, take notes, and propose some solutions. As a panel member, you will be expected to contribute to the resolution of the problem by being factual and topical.

Criteria: Facts given are pertinent and supported.
Comments show awareness of the contributions of others.
Contributions are directed toward a solution.

HIGH SCHOOL

GIVEN AN ASSIGNMENT, THE STUDENT WILL DEMONSTRATE SPEAKING TECHNIQUES RELEVANT TO THE COMMUNICATION.

Sample Item: Give an oral presentation of a poem, dramatic or narrative dialogue

Criteria: Enunciation, elocution, pitch, rhythm, rate, facial animation, and projection

Sample Item: In the following role playing situation, the students will dramatize this scene: Two adolescents have been arrested for fighting and their parents have been called to the police station.

Characters: Civil counselor
Arresting Officer
Two teenagers (17)
Guardian of one teenager
Parents of the other teenager

Criteria: Social introduction techniques
Group discussion
Use of appropriate speaking manners
Discriminatory use of vocabulary according to character role

Goal I: Commensurate with his abilities, the student will master communication skills.

Objective: Commensurate with his instructional level, the student will demonstrate mastery of speaking, listening and viewing skills.

Sample Behavioral Objectives and Testing Models for LISTENING SKILLS

PRIMARY

GIVEN A SITUATION IN WHICH HIS EYES ARE CLOSED AND A FAMILIAR SOUND IS MADE WITHIN HIS HEARING, THE STUDENT WILL NAME THE SOUND.

Sample Item: Listen to each of the following sounds. Identify each of the sounds after it is heard. (Some sounds might be a ball bouncing, a knock on the door, and a window being closed.)

Criteria: Student identifies sound.

GIVEN A THREE-PART DIRECTION ORALLY BY THE TEACHER, THE STUDENT WILL FOLLOW THE DIRECTIONS IN SEQUENCE.

Sample Item: The teacher will read you a three-part direction. Follow the directions in order. (Some directions might be to stand up, clap your hands twice, and raise your right hand over your head.)

Criteria: Student follows directions in order given.

INTERMEDIATE

AFTER LISTENING TO AN INCOMPLETE STORY, THE STUDENT WILL SUPPLY A CONCLUSION IN ACCORDANCE WITH PRE-SPECIFIED CRITERIA.

Sample Item: Listen to the story. Then supply an appropriate ending to it.

Sample Story:

Herbie, a small brown rabbit, was the friendliest rabbit around. He was a friend to all his neighbors. While sitting quietly on the lawn one day he heard a squeaky voice in the bushes calling his name. Herbie hopped over to the bushes and peeked into the shadows. There, huddled in some leaves, was the tiniest moose in the whole world. His antlers were tangled in the bushes.

"Herbie, please help me get out of here!" cried the tiniest moose in the world. The little brown rabbit thought very hard, then said, "Aha!" and hopped off.

Criteria: The ending must:

1. Follow sequentially the body of the story
2. Involve the main characters of the story
3. Close the thought of the story.

GIVEN A SITUATION IN WHICH THE STUDENT IS A LISTENER, HE WILL DEMONSTRATE AN UNDERSTANDING OF HIS RESPONSIBILITIES IN THAT ROLE BY PERFORMING IN ACCORDANCE WITH PRE-SPECIFIED CRITERIA.

Sample Item: Today one of your classmates is going to make an oral report. Remember to be a "good listener."

Criteria:

1. He listens courteously and looks at the speaker.
2. He thinks about what the speaker is saying demonstrated by his ability to:
   - tell the speaker what he did well
   - tell the speaker how he could have made his report even more interesting.

GIVEN A SERIES OF ORAL DIRECTIONS, THE STUDENT WILL FOLLOW THEM IN SEQUENTIAL ORDER IN WHICH THEY WERE GIVEN AND COMPLETE THEM WITHIN A FIVE MINUTE TIME ALLOTMENT.

Sample Item: Turn to page 64. Look at paragraph number 3. Read the paragraph. Write the topic sentence of the paragraph.

Criteria: The student will follow the above directions in order within the allotted time.

MIDDLE SCHOOL

GIVEN THE INSTRUCTIONS TO LISTEN TO AN ORAL PRESENTATION, THE STUDENT WILL DEMONSTRATE HIS LISTENING SKILLS BY ANSWERING QUESTIONS ABOUT THE CONTENT.

Sample Item: The teacher will read the following SRA Listening Skill Builder:

Do you find that you remember articles you read better than talks you hear? Most of us don't really concentrate when we listen. As a result, we don't understand or remember very much of what we hear. I'll give you an example. Take out a sheet of scratch paper. Now listen carefully, and write down the answer to each question:

1. Bread, about, head, breath, weather. (pause.) The second word started with b. True or false?

2. My brother John and my sister Mary went with Lois and Alex to the fair. Helen stayed home. (Pause.) What was the sister's name? What was the brother's name?

3. Mrs. Adams forgot to take a bathing cap to the beach, although she remembered to take sunglasses, suntan lotion, a book, money, a watch, a bathing suit, and a lunch. (Pause.) What did she forget?

4. Suppose you were told: "In Room 646 there's a stack of books on the top right-hand shelf. Bring all the books whose titles start with a C in here, and put those whose titles start with T on the lower left-hand shelf. Would

you go to room 664, 464, or 646? (Pause.) Would you put the titles that start with C on the lower left-hand shelf or the upper right-hand shelf? (Pause.) Would you put the titles that start with T on the upper right-hand shelf?

Answer: 1. False. The word was about. 2. The sister's name was Mary. The brother's name was John. 3. Mrs. Adams forgot to take her bathing cap to the beach. 4. You would go to room 646. You would bring the titles starting with C in here, you would not put them on the shelf. You would put the titles starting with T on the lower left-hand shelf.

HIGH SCHOOL

GIVEN AN AUDITORY PRESENTATION, THE STUDENT WILL INDICATE COMPREHENSION AND DISCRIMINATION IN LISTENING.

Sample Item: Listen to the recording of William Faulkner reading his acceptance speech for the Nobel Prize. Summarize Faulkner's message and his ability as a speaker in terms of his enunciation, elocution, rate, and projection.

Criteria: Critiques the speech as specified.

Sample Item: Listen to the recording of Orson Welles' War of the Worlds and five sequential episodes of Pomp and Circustance on KHOW. Write a short paper discussing the use of auditory stimulus such as sound effects, timing, voice quality, and tone.

Criteria: Comprehension of above auditory stimuli and their effect on the recordings

Goal I: Commensurate with his abilities, the student will master communication skills.

Objective: Commensurate with his instructional level, the student will demostrate mastery of speaking, listening and viewing skills.

Sample Behavioral Objectives and Testing Models for

VIEWING SKILLS

PRIMARY

GIVEN OBJECTS OR PICTURES (ALIKE BY COLOR, SIZE, SHAPE, POSITION, TEXTURE, DETAILS) THE STUDENT WILL MATCH THEM BY GROUPING OR MARKING THEM.

Sample Item: Look at the pictures showing sports activities. Find two pictures that go with baseball.

Criteria: Student selects appropriate pictures.

AFTER VIEWING A PICTURE, THE STUDENT WILL RECALL AND RELATE THE CONTENTS OF THE PICTURE.

Sample Item: Look at the picture (any picture with a variety of elements). After it is removed, describe all the things you remember about it.

Criteria: Response should be consistent with the content of the picture

AFTER VIEWING A TELEVISION PROGRAM IN THE CLASSROOM (EXAMPLE: ELECTRIC CO.), THE STUDENT WILL ANSWER SPECIFIC QUESTIONS ABOUT THE PROGRAM.

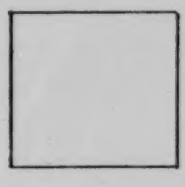
Sample Item: Answer the following questions:
What was today's word?
What is the difference between dinner and diner?
How does cub change when you put an e on the end?

Criteria: Student gives appropriate responses.

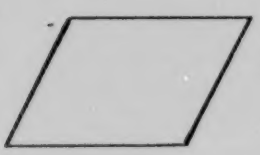
INTERMEDIATE

GIVEN A SET OF GEOMETRIC FIGURES SHOWN FOR FIVE SECONDS, THE STUDENT WILL DRAW THE FIGURES FROM MEMORY.

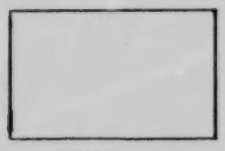
Sample Item: Look at the following figures. Draw them.

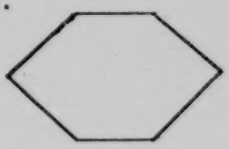
1. 

2.

3. 

4.

5. 

6. 

Answer: Self-evident

GIVEN A SITUATION TO VIEW, THE STUDENT WILL LATER RECALL AND IDENTIFY THE FACTS OF THE VIEWED INCIDENT IN ORDER TO MAKE A JUDGMENT ABOUT WHAT OCCURRED.

Sample Item:
1. View the film, "The Eye of the Beholder." At the film's break, write what you think happened.
2. View the last section of the film to observe what really did occur.

3. Discuss your own written perceptions. Compare how yours were alike and unlike those of your classmates. Explore why.
4. Discuss the implications of this experience to our everyday life.

Criteria: Accurate observation
Realization of our own values and how they become a part of what we see
Caution for making judgments

MIDDLE SCHOOL

GIVEN AN ASSIGNMENT TO VIEW A MOVIE ADAPTED FROM A STORY THE STUDENT HAS READ, HE WILL EVALUATE THE FILM'S EFFECTIVENESS BY COMPARING AND CONTRASTING THE TWO FOR THEME, CHARACTER DEVELOPMENT, SETTING, AND PLOT SEQUENCE.

Sample Item: View the movie, "Occurrence at Owl Creek Bridge " after reading the story, and then compare and contrast the two.

Criteria: Responses may include but not be limited to the following:

1. Movie uses no dialogue, but employs music subtly but most effectively to create tone and mood.
2. The reader is given the circumstance that lead to the hanging; the viewer must infer them.
3. Plot, sequence, and setting are essentially the same.
4. Use of black and white film is effective in creating the intensity.

HIGH SCHOOL

GIVEN A VISUAL PRESENTATION, THE STUDENT WILL INDICATE VISUAL COMPREHENSION AND DISCRIMINATION.

Sample Items: View the film "Neighbors."
Orally summarize the theme and sequence of action. How are these conveyed visually?

Criteria: Comprehension of pantomimic action and setting

Sample Item: View six printed advertisements.
Rate each and place them in order of their visual effectiveness

Criteria: Comprehension of symbols, composition, and propaganda techniques

Sample Item: Immediately after observing a surprising or shocking event, describe the event with attention to specific observable detail in writing.

Criteria: Specific description of characters and action

Goal I: Commensurate with his abilities, the student will master communication skills.

Objective: Commensurate with his instructional level, the student will demonstrate mastery of skills in non-verbal communication.

Sample Behavioral Objectives and Testing Models for NON-VERBAL COMMUNICATION

PRIMARY

GIVEN A HUMAN EMOTION, THE STUDENT WILL PORTRAY IT.

Sample Item: Show that you are angry . . . sad . . . happy.

Criteria: Student portrays appropriate emotion so that it can be identified by his peers.

GIVEN A MESSAGE OF HIS CHOICE, THE STUDENT WILL PANTOMIME IT FOR THE CLASS.

Sample Item: Choose a message to communicate to the class.

Criteria: Student pantomimes message such as "I am hungry." The class guesses the message conveyed.

INTERMEDIATE

GIVEN A FAMILIAR SITUATION, THE STUDENT WILL COMMUNICATE AN IDEA WITHOUT WORDS.

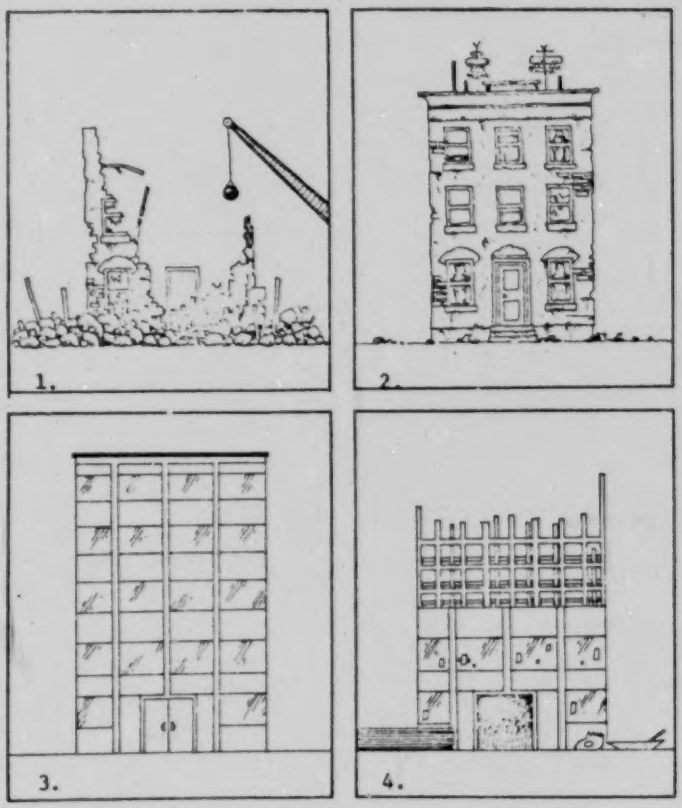
Sample Item: Show what you do while getting ready for school.

get out of bed	get dressed	wash face
eat breakfast	brush teeth	comb hair
leave for school		

Criteria: Appropriate gestures, facial expressions, and body movements
Follows logical sequence
Situation identifiable by the observers

GIVEN A GROUP OF PICTURES WHICH HAVE A LOGICAL ORDER, THE STUDENT WILL ARRANGE THEM TO SHOW THAT ORDER.

Sample Item: Arrange the following pictures to show the correct time sequence:



Criteria: The pictures should be arranged in this order: 2,1,4,3.

GIVEN AN IDEA TO COMMUNICATE, THE STUDENT WILL PRESENT THE IDEA ORALLY, USING NON-VERBAL TECHNIQUES AS A SUPPLEMENT.

Sample Item: Give directions for how to do a craft activity or show how to play a particular game and then discuss the means of communication you choose to use and why.

Criteria: Students will try to communicate using the method they chose
Student will choose and employ appropriate non-verbal techniques and then discuss his choice

MIDDLE SCHOOL

GIVEN SOME WORDS NAMING EMOTIONS, SHORT CAPTIONS, AND PROVERBS, THE STUDENT WILL FIND PICTURES THAT ILLUSTRATE EACH.

Sample Item: Find pictures that portray the following:
Astonishment
You shouldn't have said that!
You can't teach an old dog new tricks.

Criteria: The pictures will be evaluated as to their appropriateness by the teacher and by classmates

GIVEN A PLAY, THE STUDENT WILL SPECIFY HOW THE STAGE DIRECTIONS LEND EMPHASIS TO THE DIALOGUE.

Sample Item: From the following excerpts from "The Valiant" by Robert Middlemass, explain how the parenthetical directions add meaning to the dialogue:

The Warden: (Sits deliberating with one hand at his forehead and the other hand tapping the desk). Father, you gave me a thought. I believe I'm going to do something tonight that's never been done before in this prison.
Father Daly: What's that?
The Warden: (Raps the desk more forcibly with his knuckles). Instead of going to see him, I'll have the boy brought into this office.

Answer: Responses should indicate that the student associates "hand at forhead" with thinking or pondering, and "hand tapping the desk" with impatience.

HIGH SCHOOL

GIVEN AN ASSIGNMENT, THE STUDENT WILL DEMONSTRATE SUFFICIENT COMPETENCE IN PANTOMIMIC EXPRESSION.

Sample Item: Convey the message below using only gestures facial expressions:

1. You had better leave quietly and quickly.
2. I like you but I don't want to talk to you now.
3. Go get help as fast as you can.

Criteria: Use of well-coordinated gestures and facial expressions.

Sample Item: Think of a common physical activity. Pantomime the action without props so that it is comic or tragic

Criteria: Effective use of focus, timing and exaggeration

Sample Item: In the following role playing situation, pantomime this scene. A maitre d' seats four hippies next to an elderly couple in a very expensive restaurant. The waitress serves the elderly couple immediately but forces the hippies to wait a lengthy time before taking their order.

Characters: Four young people in radical attire
Maitre d'
Old man and woman
Waitress

Criteria: Effective use of facial expressions, gestures and body language to communicate stereotypes and basic conflict.

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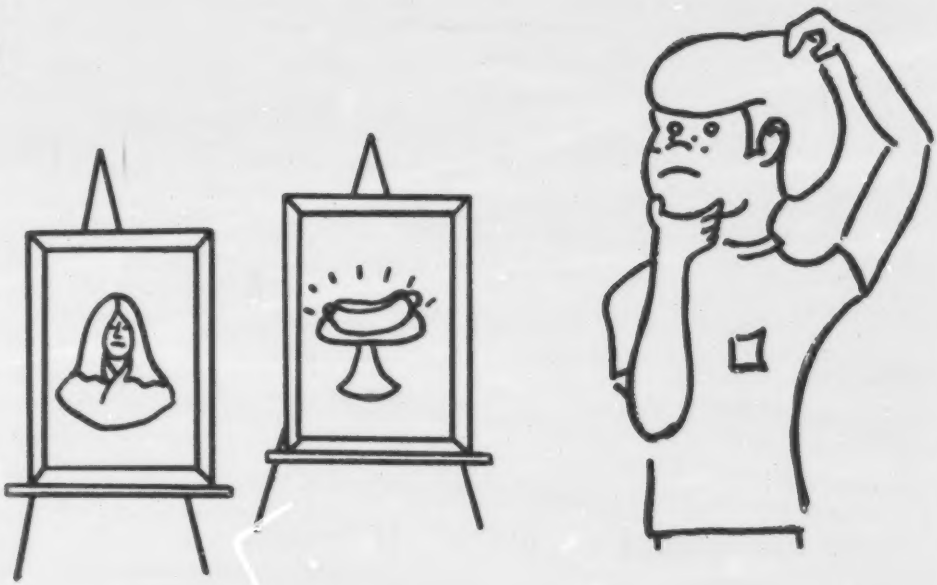
GOAL II



THE STUDENT

--- WILL ACQUIRE A SENSE OF

AESTHETIC DISCRIMINATION

Goal II: Commensurate with his abilities, the student will acquire a sense of aesthetic discrimination in the language arts.

Objective: Commensurate with his instructional level, the student will give critical and concrete reasons for classifying a selection as artistically superior to another.

Sample Behavioral Objectives and Testing Models for

ARTISTIC CLASSIFICATION

PRIMARY

GIVEN A SENTENCE WHICH LACKS DESCRIPTIVE WORDS, THE STUDENT WILL RESTATE IT USING WORDS WHICH APPEAL TO THE SENSES AND WHICH CREATE WORD PICTURES, AND WILL JUSTIFY HIS WORD CHOICE.

Sample Item: Add words to this sentence to make it more descriptive. How is your new sentence better?

The fish swam in the stream.

Answer: (will vary) The silvery fish swam slowly in the clear stream.

My sentence tells more about the fish. It tells how the fish looked and how it swam.

GIVEN A STORY CONTAINING A CHOICE OF WORDS, THE STUDENT WILL SELECT WORDS WHICH ENHANCE THE STORY.

Sample Item: The following story contains a choice of words. Read the story and select the word in each set which gives a clearer word picture. Underline the words you select and be ready to tell why you chose each word.

Bill (went, skipped) along the (hot, blistering) pavement on his (way, trip) to the (store, market). He (saw, met) a friend who also was (going, headed) there. The two (boys, pals) (ran, raced) to the corner. Bill won because his bare feet were burning.

Answer: Skipped, blistering, trip, market, met, headed, pals, raced
Student justifies selection on the basis of clarity, imagery, descriptive words, etc.

GIVEN TWO SELECTIONS ON A SIMILAR THEME, THE STUDENT WILL GIVE CONCRETE REASONS WHY ONE SELECTION IS ARTISTICALLY SUPERIOR TO ANOTHER.

Sample Item: Which sentence makes a better picture?

The moon is round and yellow.
The moon is a yellow balloon.

Criteria: Student gives concrete reasons for his selection.

INTERMEDIATE

GIVEN SEVERAL POSTERS WITH MESSAGES AND SYMBOLS ON THEM, THE STUDENT WILL SELECT THE ARTISTICALLY SUPERIOR ONES AND TELL WHICH FACTORS CAUSE THEM TO BE SUPERIOR.

Sample Item: Look at the posters carefully. Decide which two you would identify as superior and why. Be ready to tell us about your choice.

Criteria: The symbolism and message fit together.
The message is straight and simple.
The color and design are attractive and appealing.

GIVEN A SET OF SENTENCES, THE STUDENT WILL CLASSIFY THE ARTISTICALLY SUPERIOR ONES AND IDENTIFY THE FACTORS WHICH CAUSE THEM TO BE SUPERIOR.

Sample Item: Read each pair of sentences carefully. Decide which ones you feel are superior to the others and be able to tell why.

The little girl cried because she wanted to be picked up.
The lonely child cried out to be held.

The fragrance of the flowers filled the sunlit room.
The room was full of the smell of flowers.

Criteria: Choice of words
Sentence structure

MIDDLE SCHOOL

THE STUDENT WILL GIVE CRITICAL AND CONCRETE REASONS FOR CLASSIFYING A SELECTION AS ARTISTICALLY SUPERIOR TO ANOTHER.

Sample Item: Read the following two poems. 1. Select the poem which is artistically superior in creating mood and support your decision with specific references to the poem. 2. Select the poem which is artistically superior in creating imagery. (Imagery is defined as words that can cause an imaginative response from sight, smell, taste, touch or hearing.) Support your decision with specific references to the poem.

I WANDERED LONELY AS A CLOUD
William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills.
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

IT'S HOT IN THE CITY
Peter West

It's Hot in the city.

White light glares on car rails, cobbles,
Swirling dust, and scraps of paper
Stirred by baked enamel autos.
Shirt-sleeved drivers, forearms upright
Sweat and swear and steer one-handed.
Sickly-sweet, warm, wafted smells--from
Joe's Place and the Lucky Garden--
Mingling, bring no invitation.

Lolling dogs droop in dead doorways.
Children seek the soiled and struggling
Patch of earthy grass between the
Bus stop and the supermarket;
Lining up to bow and gasp in
Turn at the delicious shock of
Water gushing from the fountain.

Damp, red men and moist, pale women
Feel the grilling sidewalks reach up,
Suck the vitality through shoe soles
Down toward the earth's hot centre.
Old folk, wise, released from tension,
Rock, or fan themselves on porches
By front steps of teeming houses.

But
Nobody hurries.

Friday: and man flies, gasping
From what he has made:
Out, off and away
To the cool wood,
The sweet turf
Or the limpid lake--
To breathe . . .

It's Hot in the city.

Criteria: Responses may vary, but the student should indicate that "I Wandered Lonely as a Cloud" reflects mood better for any of the following reasons:

Word choice: dancing, fluttering, twinkling, glee, bliss
Elation overshadows lonely, pensive moods as stated in first and third stanzas
Last stanza - recall of the experience elicits pleasure for the poet

Responses may vary, but the student should indicate that "It's Hot in the City" reflects imagery better. His supporting ideas may include, but not be limited to, the following:

Appeal to sense of smell:	sickly-sweet warm smells
Appeal to sense of sight:	white, light glares on car rails swirling dust
Appeal to sense of touch:	damp, red men and moist shirt-sleeved drivers sweat

HIGH SCHOOL

GIVEN A VARIETY OF WORKS, THE STUDENT WILL SELECT THE ARTISTICALLY SUPERIOR WORK AND SUPPORT HIS DECISION.

Sample Item: Read one poem by Rod McKuen and one sonnet by William Shakespeare that deal with the theme of love. Then write a paper comparing and rating the two poems.

Criteria: Rating should be based on form, content, word choice, rhythm, mood, use of metaphor and simile, and universality.

Sample Item: Read four contemporary short stories
Write a paper evaluating and rating the short stories as to those qualities which might allow the work to stand the test of time.

Criteria: Evaluation and rating should be based on universality, concreteness, and depth of human relevance.

Sample Item: View or read the plays, I Never Saw Another Butterfly based on Childrens Drawings and Poems from Terezim Concentration Camp and The Crucible by Arthur Miller.
In an oral discussion, rate the plays as to how many times they could be viewed before becoming tedious.

Criteria: Rating should be based on universality, depth of characterization, and subtleties of underlying themes and subplots.

Goal II: Commensurate with his abilities, the student will acquire a sense of aesthetic discrimination in the language arts.

Objectives: Commensurate with his instructional level, the student will give critical and concrete reasons for his reaction to a particular communication.

Sample Behavioral Objectives and Testing Models for REACTIONS

PRIMARY

GIVEN A READING SELECTION, THE STUDENT WILL EXPLAIN WHAT HE LIKED OR DISLIKED ABOUT THE SELECTION.

Sample Item: Read "The Burning Rice Fields" by Lafcadio Hern. Discuss with the teacher and/or group what you liked or did not like about the story.

Answer: (May vary) I liked the pictures because they were colorful.
I liked the story because it was exciting and I wasn't sure how it would end.
I didn't like the part with the tidal wave because it was too scary.

GIVEN THE ASSIGNMENT TO CHOOSE ONE FAVORITE BOOK, THE STUDENT MAKES A CHOICE AND JUSTIFIES IT.

Sample Item: If you could take only one book to the hospital, what would it be? What makes this book better than the others? Why is it your favorite?

Criteria: Student makes choice
Justifies choice with at least two reasons

INTERMEDIATE

GIVEN A SELECTION TO READ, THE STUDENT WILL GIVE SPECIFIC REASONS TO SUPPORT WHY HE LIKED OR DISLIKED THE STORY.

Sample Item: Read a selection from your reading book. Tell whether you liked or disliked the story. Give four to six reasons to support your feeling.

Criteria:
Analysis of plot
Characterization
Vocabulary
Point of view
Format - pictures of absence of pictures
Appeal to interest

GIVEN AN ASSIGNMENT TO WATCH THE TV PROGRAM "THE WALTONS," THE STUDENT WILL GIVE CRITICAL REASONS FOR LIKING OR DISLIKING THE PROGRAM.

Sample Item: After viewing "The Waltons" on TV, tell whether you liked it or not. Why? Support your opinion by considering the following:

Is the family like other families on TV?
Is it like your family?
Are there many families like the TV family?
How is the TV family different from yours?
What kind of clothes do they wear?
How about their car? music? food? speech?
Are they like all families?
Is this a typical family? Why?

Criteria: Self evident

MIDDLE SCHOOL

THE STUDENT WILL GIVE CRITICAL AND CONCRETE REASONS FOR HIS REACTION TO A PARTICULAR COMMUNICATION.

Sample Item: Using the two poems, "I Wandered Lonely As a Cloud" and "It's Hot in the City, (See Goal II-1) state why you like or dislike one. Consider some of the following in your answer:

Descriptive words
Rhythm, rhyme
Interest appeal (relation to personal experiences)
Imagery

Criteria: Clearly stated and supported responses.

HIGH SCHOOL

GIVEN A COMMUNICATION, THE STUDENT WILL EVALUATE IT IN TERMS OF HIS PERSONAL REACTION AND SUPPORT HIS EVALUATION.

Sample Item: Read "The Lottery" by Shirley Jackson.
Write a reaction paper in terms of the validity of the message and the effectiveness of the form.

Criteria: Preference stated with specific reference to message and form.

Sample Item: Listen to the record, "Tie A Yellow Ribbon 'Round the Old Oak Tree."
Present orally to the class the theme and emotional appeal of the record and tell how successful the artist is in his attempt.

Criteria: Support of conclusions

Sample Item: Listen to the lyrics of the following recordings: "Fire and Rain," "Cathy's Song," and "Yesterday."
Select the lyrics that are most appealing.
Write your reaction and justify your preference without comparing your choice to the other alternatives.

Criteria: Explicitness, specific referral to the work

Sample Item: At the end of the course list those literary works, activities, and presentations which you would like to repeat at some time in the future. Give concrete reasons for the choices you have made in a written paper.

Criteria: Recognition of personal reaction, critical observation of depth of material.

Goal II: Commensurate with his abilities, the student will acquire a sense of aesthetic discrimination in the language arts.

Objective: Commensurate with his instructional level, the student will evaluate media having similar content and will select the more effective medium.

Sample Behavioral Objectives and Testing Models for

EVALUATING MEDIA OF SIMILAR CONTENT

PRIMARY

GIVEN TWO SELECTIONS OF SIMILAR CONTENT, THE STUDENT WILL SELECT THE MORE EFFECTIVE MEDIUM.

Sample Item: Tell the class about your puppy.
Bring your puppy to class.

Criteria: Which method was more effective?
Which was more interesting?
Which told the class more about your puppy?

Sample Item: Read the directions for playing kickball to a friend.
Demonstrate how to play kickball.

Criteria: Which was easier for your friend to learn?
Which was the more interesting to you?
Which way was the easier for you to teach?

GIVEN TWO DIFFERENT STYLES OF ART USED TO DEPICT THE SAME SUBJECT, THE STUDENT WILL COMPARE AND CONTRAST THEM.

Sample Item: Look at the two pictures of anteaters (one a cartoon and the other an illustration). Which type of art do you like better? Why? Which picture looks more like a real anteater? Which is better for the story about the anteater "Let Me Tell You About Arthur" by Bernard Waber? Which picture is better for the article about anteaters? Why?

Answer: Student makes comparisons responding to questions.

GIVEN ILLUSTRATIONS AND A SET OF DESCRIPTIVE WORDS, PHRASES OR SENTENCES, THE STUDENT WILL SELECT THE WORD, PHRASE OR SENTENCE WHICH BEST DESCRIBES EACH ILLUSTRATION.

Sample Item: Select the word, phrase or sentence which you think best describes each illustration. Be ready to give reasons for your choice. (Some pictures might be a boy playing with his dog, a girl having a splinter removed from her finger, a kitten sitting in a pan of milk.)

Sample words, phrases, sentences

Words: playing, ouch, wetness, hurt, fun, pets

Phrases: fun with my dog, splinter time, bad kitten, my dog

Sentences: I am having fun playing with my dog.
When I picked up the piece of wood I got a splinter.
What do I do with milk?
Don't hurt please.

Criteria: Effectiveness, aptness, clarity

INTERMEDIATE

GIVEN A "HOW-TO-DO-IT PROJECT" WITH A CHOICE OF MEDIA FOR RECEIVING DIRECTIONS, THE STUDENT WILL CHOOSE THE MEDIUM TO WHICH HE RELATES BEST AND TELL WHY HE MADE THAT CHOICE.

Sample Item: Construct an object according to directions from these sources: TV (video tape), audio tape, a book or magazine, a friend.

Which project was most successful for you? Why?
What factors contributed to your success or lack or it?
- Was the project difficult?
- Were the directions clear?
- Was the manner of delivery effective?

Of the five metnods of receiving directions, which did you prefer? Why?
What were the advantages and disadvantages of each method?
Did all members of the class choose the same method?
How can you apply this to any presentations you make in class?

Criteria: Appropriate answers.

GIVEN TWO FORMS OF ADVERTISING, THE STUDENT WILL INDICATE AWARENESS OF THE PERSUASIVE POWER OF EACH.

Sample Item: Look at these advertisements:

1. This is a breakfast cereal packed with energy and full of fun. Included in the box is a giggle book guaranteed to make you laugh. The fun colors of the cereal will make you think you are at the circus.
2. This is a breakfast cereal which contains all the vitamins and minerals you need in a day. It is a convenient size for your spoon.

Answer these questions:

Which of these cereals would you buy? Why?
Which might be better for you?
Which would be fun to eat? How should it taste in order for it to be fun to eat?
What makes one sound better than the other?
Which words in the first description are fun words?
Which cereal would interest your parents? Why?

Related activities could include:

Display boxes of cereal and collect advertisements for cereal.
Discuss the colors, slogans, designs, and wording.
Explain the things that interest you on the cereal box.
Tell what it is and why it is interesting to you.
Look at advertising in magazines, on TV, or in newspapers.
List the words which were used that did not fit the product.
List the fun words.
List the words which described the product.
Invent a cereal. Give it a good name.
Write a commercial to give to the class.
Design a box for your cereal.

GIVEN SEVERAL MEDIA TO DEVELOP FEELINGS ABOUT COLOR, THE STUDENT WILL CHOOSE THE ONE WHICH WAS MORE EFFECTIVE FOR HIM.

Sample Item: Watch the filmstrip, "Experiencing Color," and the film, "Hailstones and Halibut Bones." Read the House of Four Seasons. Discuss the following:

Mood: What feeling do you get when you see red? blue? green? yellow?
What colors make you feel hot?
What things are a particular color? Why?
What colors would you put in a happy picture? A sad picture? An angry picture?

Media: Which form of media (filmstrip, film, book) gave you the clearest idea of your feelings? Why?

Criteria: Student chooses form most effective for him and explains why.

MIDDLE SCHOOL

GIVEN A SHORT STORY AND A MOVIE ADAPTATION, THE STUDENT WILL SELECT ONE AS BEING MORE EFFECTIVE THAN ANOTHER IN ACCORDANCE WITH PRE-SPECIFIED CRITERIA.

Sample Item : Read the short story, "Lady or the Tiger," by Frank Stockton and view the film adaptation. Which is more effective? Give your reasons.

Criteria: Character development
Setting (mood, atmosphere)
Theme
Action
Entertainment Value

HIGH SCHOOL

GIVEN A MESSAGE EXPRESSED IN A VARIETY OF COMMUNICATION MEDIA, THE STUDENT WILL SELECT ONE MEDIUM AS SUPERIOR AND GIVE CRITICAL AND CONCRETE REASONS FOR HIS SELECTION.

Sample Item: Read Hamlet's suicide soliloquy.
Listen to Richard Burton's recording of the soliloquy.
View Burton's performance of the soliloquy scene.
Discuss your selection of the superior medium in terms of lucidity and impact. Support your conclusions.

Criteria: Direct reference to the media, not the content of the soliloquy.

Sample Item: In school next week observe expressions, gestures, and comments made by fellow students when angry. Present these forms of communication to the class and describe their effect. State which is the better method of expression.

Criteria: Use of explicit example, direct reference to the medium of expression.

Goal II: Commensurate with his abilities, the student will acquire a sense of aesthetic discrimination in the language arts.

Objective: Commensurate with his instructional level, the student will recognize the value of creativity and its contribution to his society.

Sample Behavioral Objectives and Testing Models for RECOGNIZING VALUE OF CREATIVITY

PRIMARY

GIVEN A GROUP OF STORIES WRITTEN BY HIS PEERS, THE STUDENT WILL POINT OUT ELEMENTS OF CREATIVITY IN EACH SELECTION AND RECOGNIZE THEIR VALUE.

Sample Item: Read these stories written by members of the class. Tell some good things about each story.

Answer: (will vary)
Bill used lots of descriptive words in his story.
Sally's witch was scary.
Kenny's story made me laugh.
George's story had an exciting ending.

GIVEN A POEM TO READ, THE STUDENT WILL FORM A SMALL GROUP TO DRAMATIZE THE POEM BY WORKING COOPERATIVELY WITH HIS GROUP.

Sample Item: Read this poem by Dr. Seuss. Make a play of the poem with your group. Give each member a chance to share his ideas. Act out the play four or five times, with each member taking a different part. After each performance, discuss how you might make the play better. Make a large picture of Clark to use in the play.

Poem:

Look what we found
in the park
in the dark
We will take him home.
We will call him Clark.

He will live at our house
He will grow and grow.
Will our mother like this?
We don't know.

Criteria: Students works cooperatively in creating roles.

INTERMEDIATE

GIVEN THE TASK TO PRESENT A SKIT DEPICTING A SHORT STORY READ BY THE GROUP, THE STUDENT WILL IDENTIFY THE CONTRIBUTION OF GROUP MEMBERS TO THIS CREATIVE ENDEAVOR.

Sample Item: After reading "Elephi," plan how you will dramatize the story for the rest of the class. After the group has presented the play, discuss:

How did you develop your play?
What did each of you do to help the play be developed?
What was helpful to you from other group members?

Criteria: Analysis of character
Choice of events to include
Sequence of events
Imaginative improvization

GIVEN A COLLECTION OF HIAKU WRITTEN BY HIS CLASSMATES, THE STUDENT WILL IDENTIFY THE CREATIVE FEATURES OF EACH.

Sample Item: After reading the Haiku written by members of our class, tell us which was your favorite and why.

Criteria: Recognition of:

Colorful words
Haiku pattern
Personal appeal
Topical interest

MIDDLE SCHOOL

GIVEN AN ASSIGNMENT IN CREATIVE WRITING, THE STUDENT WILL CHOOSE AND PRODUCE A WORK FOR THE ENJOYMENT AND EVALUATION OF THE CLASS.

Sample Item: Select from this list one project and prepare it for class presentation. A variety of media should be used. A radio skit may be taped with sound effects. A play may be video taped or presented "live." Consider materials such as felt and oil cloth for children's books. Make your own puppets if possible; use slides you have taken. If you have an idea for a project not on the list, tell the teacher. Be original. Consider your audience as you prepare your project.

List of Projects
- Play
- Radio Skit
- Puppet show
- Children's book
- Poetry book
- Slide show illustrating original poetry

Criteria: Variety of media
Audience appeal
Quality of workmanship
Originality

HIGH SCHOOL

GIVEN A WORK, THE STUDENT WILL RECOGNIZE ORIGINALITY AND EVALUATE ITS INFLUENCE ON SOCIETY.

Sample Item: Read the poem, "Underwear," by Ferlinghetti. Answer questions: How is this poem different from other poems you have read in form and/or content? What influence might it have if it were required reading in all high schools?

Criteria: Recognition of unique symbolism, consideration of conversational tone and style, identification of its influence in concrete and specific terms.

Sample Item: View the film Fantasia.
Discuss the creative elements and the film's enduring qualities.

Criteria: Animation, symbolism, correlation of visual and auditory elements.

GIVEN THE OPPORTUNITY, THE STUDENT WILL DEVELOP AND PRESENT CONCEPTS, OPINIONS, AND FEELINGS ORIGINAL TO HIMSELF, AND WILL USE CREATIVE METHODS OF EXPRESSION.

Sample Item: Write a creative paper about the ideas and feelings the President and Mrs. Nixon might discuss when they are alone at night.

Criteria: Original and unique application of ideas and/or style.

Sample Item: Read "Echo Catastophe" from Environmental Handbook edited by Garrett DeBell. Present the same message in any form but essay (i.e. slide presentation, tape, play, short story, etc.)

Criteria: Message dealt with fully and precisely.

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GOAL III

THE STUDENT

--- WILL BECOME A SELF-ACTUALIZING PERSON

Goal III: Commensurate with his abilities, the student will become a self actualizing person.

Objective: In becoming a self-actualizing person, the student will acquire the verbal and non-verbal skills necessary to express his perception of himself and his place in the world.

Sample Behavioral Objectives
and Testing Models
for

SELF-PERCEPTION

PRIMARY

GIVEN OPEN-ENDED SENTENCES, THE STUDENT WILL EXPRESS FEELINGS ABOUT HIMSELF.

Sample Item: Some sentences might be:

When I am alone I feel _____
One thing that really scares me is _____
I am happy when _____

Criteria: Completed sentences reflect feeling.

GIVEN AN ASSIGNMENT TO MAKE A FOLDER ABOUT HIMSELF, THE STUDENT WRITES SHORT ESSAYS AND/OR SENTENCES AND DRAWS PICTURES EXPRESSING HIS FEELINGS ABOUT HIMSELF.

Sample Item: Make an "All About Me" folder. Write sentences and draw pictures to go with the pages titled: My Family, My House, My Pets, My Hobbies, Someday I Want To Be, My Friends, How I Will Look in Ten Years.

Criteria: Student draws pictures and writes sentences describing himself.

GIVEN AN OPPORTUNITY TO BE "PERSON OF THE WEEK," THE STUDENT WILL DO SPECIAL TASKS AND CREATE A BULLETIN BOARD ABOUT HIMSELF.

Sample Item: Each week one person will be chosen as Person of the Week. Everyone will have an opportunity to be Person of the Week. This person will get special privileges as determined by the class. The person will also have a bulletin board on which he can put pictures or objects which tell something about himself.

Examples: The Person of the Week is:
1. always first in line, 2. does special tasks for the teacher, 3. is ball monitor, 4. gets the longest drink at the fountains, 5. can sit anywhere in the room.

INTERMEDIATE

GIVEN A DISCUSSION SETTING (MAGIC CIRCLE), THE STUDENT WILL SHARE ONE FACT ABOUT HIMSELF AND A FEELING ASSOCIATED WITH IT.

Sample Item: Today let's complete these two phrases to tell the rest of the group about ourselves:
I think _____
I feel _____

The teacher could begin:
I think I am a good cook.
I feel happy when my family likes a dinner I cooked.

A child mught say:
I think I'm a good ball player.
I feel proud when I hit a homerun.

Criteria: Be able to differentiate between think and feel
Verbalize an awareness of self

GIVEN A SILHOUETTE OF HIMSELF, THE STUDENT WILL COVER IT WITH PICTURES TO EXPRESS IN A COLLAGE HOW HE SEES HIMSELF.

Sample Item: Use the opaque projector with a partner to create your silhouette.
Use magazine and newspapers to cut out pictures

and words which show how you see yourself now. Create a collage on your silhouette. On the reverse side, create a collage with words and pictures to show how you want to be someday.
Be ready to share anything you'd like about your collage.
Did you discover anything that surprised you?
What are the similarities and differences in your Now side and your Future side?
Did you use lots of color? more words than pictures?
Did you leave empty spaces? Why?

Criteria: The student will choose pictures and words consistent with what he says about himself.

MIDDLE SCHOOL

GIVEN AN ASSIGNMENT TO FIND PICTURES AND WORDS THAT SHOW FACETS OF HIS PERSONALITY, THE STUDENT WILL PUT THEM TOGETHER IN A FORM TO BE SHARED WITH HIS CLASSMATES.

Sample Item: Find pictures, words and objects that show or tell something about your interests, values, appearance, feelings, etc. Choose a box whose shape and size appeals to you. On the inside of the box glue those pictures and words that tell about the inner person - feelings, goals, dreams. On the outside of the box, attach the pictures, words, objects that show your interests, achievements, and activities. The boxes will be shared with the class. Each person will explain why he chose his particular box and covered it as he did. Discussing the inside of the box will be optional.

Criteria: The box must reflect the student's interests and feelings through appropriate pictures, words and objects.
The student's oral explanation to the class will show his preception of himself.

HIGH SCHOOL

GIVEN A LIST OF TERMS AND/OR NON-VERBAL SKILLS, THE STUDENT WILL RECOGNIZE, SELECT, AND EMPLOY THOSE TERMS AND/OR NON-VERBAL SKILLS TO DESCRIBE HIMSELF.

Sample Item: Read the following list of words and select those words which would appropriately describe your feelings if you failed a course. Write a short narrative using the words selected to describe your feelings include a minimum of four pictures or slides of yourself portraying those feelings.

alarm	woe	nonchalance
crushed	bitterness	astonishment
distress	nausea	displeasure
bliss	guilt	chagrined
hopelessness	apprehensive	sulky
melancholy	bewildered	delight
clamor	fret	depair
outrage	annoyance	sullen
dismayed	regret	shame
stunned	dejected	appalled
agony	torment	disdain
miserable	glum	relief
irritation	forlorn	
aggravation	horror	

Criteria: Appropriate selection of words and pictures in terms of feeling and degree

Sample Item: Describe four physical habits you have and explain their origin. This is an oral presentation and includes non-verbal techniques.

Criteria: Awareness of habit indicated by use of concrete words and gestures which communicate each habit.

Goal III: Commensurate with his abilities, the student will become a self-actualizing person.

Objective: In becoming a self-actualizing person, the student will acquire the communication skills necessary to maintain positive social interation.

Sample Behavioral Objectives
and Testing Models
for

SOCIAL INTERACTION

PRIMARY

THE STUDENT WILL WRITE A LETTER OF INVITATION IN ACCORDANCE WITH PRE-SPECIFIED CRITERIA.

Sample Item: Use good penmanship to write a letter inviting your parents to a class program. Use the model on the chalkboard for the form. Include the following items:
1. What is being planned.
2. When they are to come.
3. Where they are to come.
4. Who is sending the invitation.

Model:

Dear _____,
You are invited to our program on Friday, May 3, at 1:00 in Room 2. Our class will show what we have learned about our community.
Please come,
John

Criteria: Form is followed.
Complete information is included.
Proper penmanship, using correct letter form, is used.

GIVEN A SITUATION REQUIRING THE USE OF A TELEPHONE, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE THE INSTRUMENT.

Sample Item: Dial given telephone numbers.
Explain what to do if you have to report a fire, call the police, or ask for a doctor.
Describe the difference between good and bad telephone manners.
Locate telephone numbers in a directory.

Criteria: Appropriate responses

INTERMEDIATE

GIVEN THE RESPONSIBILITY TO COMMUNICATE BY WRITTEN MESSAGE, THE STUDENT WILL STATE A REQUEST, GIVE A SUGGESTION OR SHARE AN IDEA.

Sample Item: Create a chart . . . A MESSAGE FOR YOU . . . with a library book pocket for each child. Include a pocket for the teacher, teacher's aide and other persons working in the area.

1. Encourage the children to write messages to the teacher and to each other.
2. The teacher should write responses to questions, requests, etc., and put them in the student's pocket.
3. Help students see the value of such communication by
   suggesting, "Why not write me a note about that?"
   always answering each request so the written message gets results.
   giving students notes to say "thank you," give a compliment, ask a favor, being sure every student gets at least one note a week.

Criteria: Message chart used by the children
Messages, requests, suggestions stated clearly

GIVEN AN ASSIGNMENT TO WRITE A FRIENDLY LETTER, THE STUDENT WILL WRITE THE LETTER FOLLOWING SPECIFIED CRITERIA.

Sample Item: Write a letter to a friend using:

heading
greeting
body
closing
signature
rules of capitalization
Using a model of an addressed envelope, copy the proper form

Criteria: Student writes letter following the directions given.

MIDDLE SCHOOL

THE STUDENT WILL WRITE WHAT HE WOULD DO IN SPECIFIC SITUATIONS AND THEN COMPARE HIS IDEAS WITH THOSE OF OTHERS. TOGETHER THE GROUPS WILL FIND A SOLUTION THAT IS MOST DESIRABLE.

Sample Item: Read the following situations and write briefly what you would do. We will then break up into groups of three or four and discuss our proposals. Each group should decide on one solution which will then be reported to the entire class.

Sample vignettes:

1. There is a boy in your class who has a body odor problem. You know the general sentiment is, "He's not such a bad kid, but I just hate to get near him." You hardly know him - you just have sort of a nodding acquaintance at a friendly distance. In reality what would you probably do? Ideally what would you do?

2. You are pushing a shopping cart in a supermarket and you hear a thunderous crash of cans. As you round the corner you see a two year old being beaten quite severely by his mother, apparently for pulling out the bottom can of the pyramid. Ideally, what would you do?

3. A close friend has invited you to dinner at his house. His mother has carefully prepared her masterpiece for you - cheese souffle. You simply loathe cheese souffle. It makes you sick, but even if it didn't you still wouldn't look at it. She brings it to the table and says, "Now, Harold, I want you to take a great big helping of my cheese souffle. I made it just for you." What would you do?

Criteria: The goal is to encourage students to bring their everyday actions more consistently into harmony with their feeling and beliefs.

HIGH SCHOOL

GIVEN A SOCIAL SITUATION WHICH REQUIRES SOCIAL INTERACTION, THE STUDENT WILL INTEGRATE SKILLS IN EFFECTIVE LISTENING, SPEAKING AND NON-VERBAL COMMUNICATION TO MAINTAIN A MEANINGFUL DIALOGUE WITH HIS PEERS.

Sample Item: The student will participate in a panel discussion concerned with the individual's obligation to society.

Criteria: Acceptance of others' rights, recognition of differing viewpoints, selective use of vocabulary, effective presentation of ideas and opinions

Sample Item: See role-playing situation previously stated in High School Goal I.

Goal III: Commensurate with his abilities, the student will become a self-actualizing person.

Objective: In becoming a self-actualizing person, the student will apply imagination and will utilize a variety of skills, materials, and styles in creative self-expression.

Sample Behavioral Objectives and Testing Models for CREATIVE SELF-EXPRESSION

PRIMARY

GIVEN A CREATIVE WRITING ASSIGNMENT, THE STUDENT WILL COMBINE CONCEPTS, PRINCIPLES, AND GENERALIZATIONS BY WRITING AN ORIGINAL STORY.

Sample Item: Pick one of the following to write a story.

Given a question asking how or why, write a myth.
Write a make-believe story with a beginning, middle and end.
Write a fictional paragraph about people, animals, places, or things.
Write a paragraph in which a character is described and developed.
Write a story that tells who, what, where, when, why.
Write a story using story-starter words, phrases or pictures.
Given a story started, write an adventure story, using descriptive words.
Write a true adventure story and tell it to a class or small group.
Write a make-believe story.
Write a story using a topic you have selected as the main idea.
Read several stories of fantasy, and then write your own tale of fantasy.

Criteria: Student writes original story using one of the ideas suggested.

GIVEN A PIECE OF ACETATE FILM AND FELT-TIPPED PENS, THE STUDENT WILL CREATE A "MOVIE" EXPRESSING HIS OWN STORY IDEA.

Sample Item: Draw pictures on acetate film to tell a story or show an idea.
Write a dialogue or song to go with the "movie."

Criteria: Student creates original "movie."

AFTER READING "MAGIC IN A GLASS JAR" BY RHONDA BACMEISTER (OR ANOTHER SELECTION ON CATERPILLARS), THE STUDENT WILL SHOW, USING A VARIETY OF MEDIA, THE METAMORPHOSIS OF A CATERPILLAR.

Sample Item: Show how a caterpillar changes into a moth. You may do this in any way you want. You may want to act it out, draw a picture, write a description, write a poem, etc.

Criteria: Student shows the way a caterpillar changes into a moth.
Student chooses own method of presentation.

GIVEN AN OBJECT, THE STUDENT WILL PRETEND TO BE THE OBJECT AND WILL GIVE DIRECTIONS FOR ITS USE.

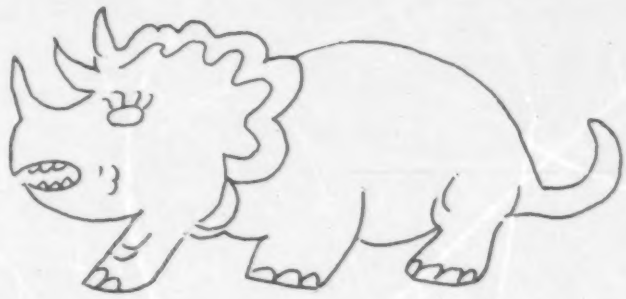
Sample Item: Hole in One
How many times in a row can you catch the ball?
Pretend you are the tin can at the end of the stick.
What could you say to help someone learn about Hole in One.

Criteria: Student tells how to play the game from the point of view of the object.

AFTER STUDYING THE WAY IN WHICH WORDS CAN DESCRIBE SOUNDS, AND GIVEN A PICTURE OF AN IMAGINARY ANIMAL, THE STUDENT WILL MAKE UP A SOUND THAT THE ANIMAL MIGHT MAKE, WILL MAKE UP A WORD TO NAME THE SOUND, AND WILL SHARE THE WORDS AND SOUNDS WITH MEMBERS OF THE CLASS.

Sample Item: Look at the picture of the animal. Make up a sound that the animal might make. Make up a word to name the sound. Share your word with the class. See if they can guess your sound from your word.

Example:



Criteria: The student thinks of an appropriate word and sound and shares them with the class.

INTERMEDIATE

GIVEN THE OPPORTUNITY TO CREATE SOMETHING TO SHARE WITH YOUNGER CHILDREN THE STUDENT WILL UTILIZE A VARIETY OF SKILLS, MATERIALS AND STYLES TO COMMUNICATE HIS IDEAS TO YOUNGER CHILDREN.

Sample Item: Have the librarian help you choose eight or nine primary books you might share with a small child.

Read the books and choose a favorite one.

- What made the book fun to read?
- Why was simplicity important to both writing and illustrating?
- How can you build suspence?

Plan to share your favorite book with a small child in a new way.

- Make puppets
- Draw illustrations
- Use the flannel board

Make objects the child or children can hold or touch
Tell the story in your own words
Read the story with expression
Tape record the story

Criteria: Student will use two or more forms of media
Primary child or children will respond with interest

GIVEN THE OPPORTUNITY TO GATHER AND ORGANIZE INFORMATION INTO WRITTEN AND PICTORIAL FORM THAT WOULD BE MEANINGFUL TO HIMSELF AND OTHERS, THE STUDENT WILL UTILIZE A VARIETY OF SKILLS, MATERIALS AND STYLES.

Sample Item: As this week's Newspaper Editor you will be able to design our one page newspaper however you choose.
Ideas:

Write a story or poem
Share someone else's story or poem (classmate or book)
Write a science or history report
Write an article about something studied other than science or history
Write about a personal experience
Interview someone and write an article about them
Conduct a public-interest survey and share the results
Draw a cartoon or illustration
Plan your own sales campaign

Criteria: Student will plan and produce a newspaper using at least four of the above.

MIDDLE SCHOOL

GIVEN ASSIGNMENT TO WRITE ORIGINAL POETRY, THE STUDENT WILL ILLUSTRATE HIS POETRY WITH A MULTI-MEDIA PROJECT.

Sample Item: Write any form of poetry you choose (limericks, shape haiku, etc.) and put it in some form that uses more than one medium. Use your personal talents and interests to make the project one that will bring you both a feeling of accomplishment and one of enjoyment. If you are an artist, do some painting or sketching to illustrate your poetry in booklet or poster form. Musicians should set their poetry to music and tape it for the class. Students skilled in handwork might try wood burning, embroidery, or sculpture. A slide show is an effective means of illustrating poetry. Use your imagination and make your project as original as possible.

Criteria: Utilized a minimum of two media
Imaginative in relating media to poetry

HIGH SCHOOL

GIVEN AN ASSIGNMENT, THE STUDENT WILL EXPRESS HIMSELF EMPLOYING A VARIETY OF LANGUAGE ARTS SKILLS AND MATERIALS.

Sample Item: Develop a sales campaign in which the product is YOU.
Present your product to the class using various media (tapes, visual aids, non-verbal, etc.)

Criteria: Imaginative use of media, awareness of individual traits

Goal III: Commensurate with his abilities, the student will become a self-actualizing person.

Objective: In becoming a self-actualizing person, the student will identify, through language arts media, his personal feelings and values; will compare and contrast them with those of his contemporaries and with those of characters in literature and mass media.

Sample Behavioral Objectives and Testing Models for

FEELINGS AND VALUES

PRIMARY

GIVEN A SET OF TOPICS, THE STUDENT WILL RESPOND AND COMPARE HIS RESPONSES WITH HIS PEERS.

Sample Item: Respond to these topics:

1. favorite colors
2. favorite animal
3. favorite TV program
4. favorite book
5. favorite subject in school
6. least favorite subject
7. favorite activity
8. favorite place

Talk to a friend and fill out this sheet for him. Share the sheets with the class.

Criteria: Student performs designated activity, compares and contrasts his responses with those of others.

GIVEN A SET OF QUESTIONS ABOUT MANY ASPECTS OF LIFE, THE STUDENT WILL IDENTIFY HIS PREFERENCES AND COMPARE AND CONTRAST THEM WITH HIS PEERS.

Sample Item: Make a check by items which apply to you. Discuss your answers with the members of your class.

How many of you
have a pet at home?
have a favorite movie star?
would like to live on a farm?
would like to live in a different city someday?
like chocolate ice cream?
like asparagus?
think school is fun?
have a favorite TV show?
wish you could stay up later at night?
like to go on long car trips?
have a best friend?
would rather play in a baseball game than watch one?
daydream sometimes?
like to be teased?
receive an allowance?
have to work for your allowance?
would like to change your name?
would like to have an important job someday?
have a private place to go when you want to be alone?
are afraid of the dark?
sometimes tease others?

Criteria: Students make appropriate responses and discuss their differences and similarities with the class.

INTERMEDIATE

GIVEN A BIOGRAPHY TO READ, THE STUDENT WILL CITE TEXTUAL EXAMPLES OF AT LEAST ONE GOOD AND ONE BAD QUALITY OF THE CHARACTER TREATED IN THE BIOGRAPHY AND WILL RECORD THE PAGE NUMBER ON WHICH THE EXAMPLES ARE FOUND.

Sample Item: Accurate biographies tell about both the good and bad qualities of a person. Read a biography of your choice. Find at least one example of a bad quality and one example of a good quality about the person. Copy down the exact words used by the author and tell the page number on which the quote appears.

Criteria: Student lists specific quotes and page numbers. Student will discuss why he chose these examples as good or bad qualities.

GIVEN A SET OF UNFINISHED SENTENCES, THE STUDENT WILL EXPRESS HIS OWN FEELINGS AND VALUES BY COMPLETING THE SENTENCES AND WILL COMPARE HIS RESPONSE WITH THOSE OF HIS PEERS TO THE SAME PHRASE.

Sample Item: Complete the following sentences with the thought which first comes to mind:

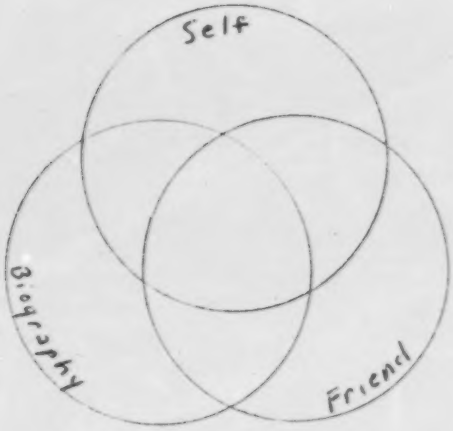
I like people who _____
I feel happiest of all when _____
If I saw someone shoplifting in a store, I would _____
What I want most in life is _____
The trouble with being honest (dishonest) is _____

Criteria: The student will complete the sentences and will compare his own responses with those of others in relation to feelings and values.

MIDDLE SCHOOL

THE STUDENT WILL WRITE A COMPARISON OF HIS VALUES WITH THOSE OF A FRIEND AND A BIOGRAPHICAL CHARACTER.

Sample Item: Your classmates have discussed values and have compiled a list of values important to them. From this list select 5-10 values most applicable to you. Get a similar list from a friend in your class. As you read a biography, list the values important to the character. Place the selected values of yourself, your friend, and the character in the appropriate areas of the overlapping circles. A value common to two is placed where their respective circles overlap. A value unique to one person is placed in the outer area of his circle



Analyze your diagram and write an essay with the thesis "I am like others, but I am also uniquely me."

Criteria: Student's essay must support the thesis, indicate that a comparison has been made, and conform to established writing standards.

HIGH SCHOOL

GIVEN A WORK, THE STUDENT WILL IDENTIFY AND EVALUATE CHARACTER EMOTIONS AND MOTIVATIONS APPLICABLE TO HIS OWN PERCEPTIONS.

Sample Item: Read Anthem by Ayn Rand
Write an essay discussing the emotions and thoughts of the two main characters as they relate to you.

Criteria: Recognition of specific character emotions, correlation of personal feelings to the characters' feelings

Sample Item: View an episode of The Waltons
Write a paper comparing your life style and goals to one of the characters in the Walton family.

Criteria: Recognition of changing life styles and value structures

GIVEN A DISCUSSION ENVIRONMENT, THE STUDENT WILL NOTE THE PERSONAL OPINIONS AND EMOTIONAL EXPRESSIONS OF HIS PEERS AND COMPARE THOSE TO HIS OWN.

Sample Item: See Goal III, Behavioral objective 2, Model 1

Goal III: Commensurate with his abilities, the student will become a self-actualizing person.

Objective: In becoming a self-actualizing person, the student will identify and express his strengths and limitations, will evaluate his performance, and then set and revise goals.

Sample Behavioral Objectives and Testing Models for

EXPRESSION OF STRENGTHS AND LIMITATIONS

PRIMARY

IN A PUPIL-TEACHER CONFERENCE, GIVEN THE RESPONSIBILITY TO IDENTIFY HIS STRENGTHS AND WEAKNESSES, THE STUDENT WILL COOPERATIVELY SET UP A PROGRAM FOR HIS DAILY PERFORMANCE.

Sample Item: Meet with the teacher and go over your packet of writing papers. Decide which things you have done well and which areas need more work. Decide, with the teacher, how you will improve.

Criteria: Student confers with teacher, analyzes work and sets goals.

GIVEN AN OPPORTUNITY TO DECIDE WHAT HE WOULD LIKE TO A ACCOMPLISH IN A GIVEN LENGTH OF TIME, THE STUDENT WILL LIST THOSE AREAS IN WHICH HE WOULD LIKE TO IMPROVE, AND WILL THEN REVIEW HIS LIST AT A LATER DATE TO SEE HOW WELL HE ACHIEVED HIS GOALS.

Sample Item: Make a list of New Year's resolutions. Put your list away and look at it in a month to see how well you are doing on your resolutions.

Sample Item: Make a list of things which you would like to do this year in school. Look at the list toward the end of the year to see how many things you were able to do.

Criteria: Student makes lists of resolutions or things he wants to achieve, reviews list at a later date.

INTERMEDIATE

GIVEN A LIST OF DESCRIPTIVE PHRASES, THE STUDENT WILL CHECK THOSE WHICH HE THINKS DESCRIBE HIM AND DISCUSS THESE WITH THE TEACHER, IN ORDER TO SET AND/OR REVISE HIS GOALS FOR WORK HABITS.

Sample Item: Check those phrases which you feel describe you and how you work best.

___I like to read directions for myself.
___I finish my work on my own.
___I daydream a lot.
___I make decisions for myself. (what to do, when, how)
___I work best with someone.
___It needs to be quiet where I work.
___I need to hear directions.
___I want some teacher's time each day.
___I like to work at my own speed.
___I work best if I have freedom to "talk" my ideas with someone.

Criteria: Student can identify his work habits.
Student can discuss how these work habits are contributing to his achievement. (Is work getting finished? Is work acceptable?)
Student can identify changes, if any, which need to be made.
Student can write down his goals for the upcoming month, following the conference, describing how he will choose to work. (To be evaluated at the next conference.)

IN A CONFERENCE, GIVEN THE RESPONSIBILITY TO IDENTIFY HIS STRENGTHS AND LIMITATIONS, THE STUDENT WILL BE ABLE COOPERATIVELY TO SET UP A CONTRACT FOR HIS DAILY PERFORMANCE.

Sample Item: Contract for Jane Smith Date 1/3/74

Goals: 1. Complete assignments
2. Listen and follow directions

Reward: For 4 classes out of 5 satisfactorily completed daily, Jane will earn ~~provide for~~ ~~of helping in~~ ~~kindergarten~~ ~~last 20 min each~~ ~~day.~~

Penalty: ~~Work not completed~~ ~~will be assigned as~~ ~~homework~~

Subject	Mon.	Tues.	Wed.	Thurs.	Fri.
Math	✓				
Soc. St.			✓		
etc.					

Signed Jane Smith
(student)
Mrs Tolson
(teacher)
Mrs Smith
(parent)

Criteria: Student will:
Identify specific areas needing growth or change
Receive immediate reinforcement for positive behavior by presenting his contract for teacher's initials
Receive daily reinforcement by claiming reward he chose.

MIDDLE SCHOOL

THE STUDENT WILL EVALUATE HIS PERFORMANCE ON A RECENT ASSIGNMENT, DETERMINING STRENGTHS AND LIMITATIONS, AND A MEANS OF IMPROVEMENT.

Sample Item: After a given assignment such as participatiog as a panel member, you will use the following chart to evaluate you work (Possible answers are supplied)

Things Done Well	Things To Be Improved	When and How I Will Improve

Criteria: The student should evaluate all major facets of the assignments and make specific suggestions for improving limitations.

HIGH SCHOOL

GIVEN THE TASK OF EVALUATING HIS PERFORMANCE, THE STUDENT WILL EXPRESS HIS SUCCESSES AND FAILURES IN SPECIFIC TERMS AND THEN DETERMINE AN EDUCATIONAL PROGRAM WHICH FULFILLS HIS NEEDS AND DESIRES.

Sample Item: Evaluate your performance in this class. Assign yourself a grade and justify it. Where did you excel or fall behind. What have you gained from this evaluation that will help you prepare for future endeavors?

Criteria: Measures development, cites strengths and limitations, discusses future possibilities.

Sample Item: Design a school program tailored to your needs.

Criteria: Recognizes needs, open to alternatives, creates challenges, develops attainable goals.

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GOAL IV

- THE STUDENT

  --- WILL ASSUME RESPONSIBILITY FOR HIS CONTINUING DEVELOPMENT

Goal IV: Commensurate with his abilities, the student will assume responsibility for his continuing development in the language arts.

Objective: In assuming responsibility for his continuing development, the student will choose electives or independent activities which fulfill his interests and meet his foreseeable educational needs.

District patrons have stated that one of the goals should be that a student assume responsibility for his continued development. Obviously evaluation of such a goal should be both current, and on-going. The sample items developed reflect that the student is currently assuming such responsibility, but the ultimate evaluation will be made by himself and his contemporaries throughout his life.

Sample Behavioral Objectives and Testing Models for

ELECTIVES OR INDEPENDENT ACTIVITIES

PRIMARY

GIVEN A GROUP OF INTEREST CENTERS OR FREE TIME ACTIVITIES, THE STUDENT WILL SELECT ACTIVITIES WHICH INTEREST HIM AND WHICH REINFORCE HIS SKILLS.

Sample Item: During your free time choose an interest center or do one of the free time activities available. Choose something which interests and/or helps you.

Criteria: Makes choice among activities
Uses activities to improve skills
Makes constructive use of free time

Example: (Free centers might be)

library corner (books on a variety of ideas)
handwriting practice (copy or trace over letters)
story corner (listen to tapes and records of stories, follow stories in texts provided)

creative writing (select story idea and write story or poem)
game corner (games and puzzles such as anagrams, scrabble, Lyons and Carnahan spelling and phonics games, password, Go to the Head of the Class, teacher-made games, etc.)
filmstrip center (Filmstrip viewers with a variety of filmstrips)
spelling (practice spelling words with a partner, write words, scramble spelling words, have a friend unscramble them)
code corner (make up a code and write a message to a friend

GIVEN A WIDE RANGE OF READING MATERIALS IN AN INDIVIDUALIZED READING PROGRAM, THE STUDENT WILL CHOOSE AND READ BOOKS ON A VARIETY OF TOPICS.

Sample Item: Choose books to read from the individualized reading shelf. When you finish your book, discuss it with your teacher in a conference.

Criteria: Selects books he can read
Comprehends material read
Makes selections on a variety of topics

INTERMEDIATE

GIVEN "SKILL GROUPS" FROM WHICH TO CHOOSE, THE STUDENT WILL SELECT A SKILL IN WHICH HE NEEDS SOME HELP AND WORK IN THAT GROUP.

Sample Item: When you complete your story decide how some help will improve your story before you share it with others.
Choose to go to one of the following groups:

Mrs. C. will help with spelling, punctuation and handwriting
Mrs. M. will help those who want to get more imagination into their story
Mrs. J will meet with a group who need some ideas in order to complete the story

Criteria: Student will

Choose the group he needs to be in
Use his time in the group productively

GIVEN A NUMBER OF INTEREST CENTERS IN WHICH TO WORK, THE STUDENT WILL CHOOSE ACTIVITIES WHICH ARE OF SPECIAL INTEREST TO HIM.

Sample Item: Choose the interest center in which you want to work today.
Here is a list of today's activities:

water color
listening center (music)
writing lab
listen and do (directions on tape for craft activity)
math center (games, geo-boards, Cuisenaire rods, etc.)
machine center (take a motor apart and reassemble it)
come and see (film or filmstrips)
library center (books, magazines, newspapers)

Criteria: Student will

make choice
engage himself productively at the center

MIDDLE SCHOOL

GIVEN THE ASSIGNMENT, THE STUDENT WILL DESIGN A UNIT FOR INDEPENDENT STUDY WHICH IS TAILORED TO HIS NEEDS AND WHICH MEETS PRE-SPECIFIED REQUIREMENTS.

Sample Item: Design a two or three week unit for independent study in English. Your unit must give:

a description of the unit
readings and research required
a tentative time schedule for your activities and the form you will use to record your daily achievement
kinds of reporting you will use (project, written or oral presentation)
statement of justification for the unit
methods and standards of evaluation

Criteria: The unit design will be evaluated by the teacher to determine that it is:

realistically achievable by the student (consider work habits, academic achievement, availability of materials)
comprehensive in covering the subject studied

HIGH SCHOOL

GIVEN A VARIETY OF COURSE ELECTIVES, THE STUDENT WILL SELECT A PROGRAM WHICH REFLECTS HIS INTERESTS, LEVEL OF ACHIEVEMENT, AND WILL MEET HIS DEVELOPMENTAL NEEDS.

Sample Item: Choose electives prior to registration, then meet with teachers and counselors to further evaluate needs and opportunities for development.

Criteria: variety of interests
awareness of ability
recognition of needs
goals

Goal IV: Commensurate with his abilities, the student will assume responsibility for his continuing development in the language arts.

Objective: In assuming responsibility for his continuing development, the student will explore and consider new ideas and activities.

Sample Behavioral Objectives and Testing Models for NEW IDEAS

PRIMARY

GIVEN A VARIETY OF MATERIALS AND EXPERIENCES, THE STUDENT WILL EXPLORE AND CONSIDER NEW IDEAS AND ACTIVITIES.

Sample Item: See samples under Goal IV, "Electives or Independent Activities."

AFTER PARTICIPATING IN AN OUT-OF-CLASSROOM ACTIVITY, THE STUDENT WILL RELATE TO THE CLASS SOMETHING NEW THAT HE HAS LEARNED IN THE ACTIVITY.

Sample Item: Tell the class at least one thing that you learned on

our field trip
your trip last summer
camping

Criteria: Student relates his new knowledge to the class effectively.

INTERMEDIATE

GIVEN AN IMAGINARY PROBLEM SITUATION, THE STUDENT WILL CONSIDER NEW IDEAS AND ACTIVITIES TO USE IN THAT SITUATION AND BE ABLE TO DISCUSS OR ROLE PLAY THOSE SITUATIONS.

Sample Item: How would you get along in a strange city where they spoke a language that you did not know? What would you try to tell or ask the people? How would you approach them?

If your teacher got sick and couldn't come to school, could you get along by yourself if the principal couldn't get a substitute? Suppose the class itself had to organize and teach itself for as long as a week, how would you do it? Who would become the leader of the class? Would you need a leader?

Criteria: Student will suggest or role play ideas and activities he would use in the situation.

GIVEN THE ASSIGNMENT, THE STUDENT WILL EXPLORE A VARIETY OF BOOKS DURING A DESIGNATED PERIOD OF TIME.

Sample Item: In the next six week period, choose one book from at least three of the groups below which you have never or would not normally choose to read, and read it:

biography or autobiography
collection of poems
a play
a book about science
a book about history
an animal story
a book of mythology
a book of folk tales
a legend
etc.

Criteria: The student chooses books in at least three categories which he seldom or never chooses to read, and reads them, discusses his feelings about the book in a reading conference with the teacher.

MIDDLE SCHOOL

FROM A LIST COMPILED BY THE CLASS, THE STUDENT WILL SELECT A TOPIC, RESEARCH IT AND SHARE THE INFORMATION.

Sample Item: After looking through several new magazines, make a list of interesting activities and/or ideas that occurred to you. A class list will be made using all suggestions. From this you will select a topic of interest and decide how you will obtain more information about it.
Some possibilities are: interviews with experts in the field (parents, neighbors, etc.) educational television programs, magazine articles, resource people willing to come to the classroom, films and filmstrips, encyclopedia yearbooks.
You will be responsible for some type of presentation to the class and for a written report stating all sources of reference.

Criteria: organization
clarity
interest appeal
amount and variety of information

HIGH SCHOOL

GIVEN THE OPPORTUNITY, THE STUDENT WILL PARTICIPATE IN LANGUAGE ARTS ACTIVITIES NOT REQUIRED BY THE SCHOOL CURRICULUM

Sample Item: Briefly list those non-required language arts activities that you have been involved with this year. (i.e. plays, movies, outside reading, clubs, correspondence, etc.)
Which of these did you consider language arts activities at the time of participation?

Criteria: degree and variety of active participation
recognition of language arts activities

Sample Item: Write a short paper dealing with new ideas of materials you encountered in outside reading this semester, Books, magazines and newspaper are acceptable references.

Criteria: reading activity, new ideas, variety of selections

Goal IV: Commensurate with his abilities, the student will assume responsibility for his continuing development in the language arts.

Objective: In assuming responsibility for his continuing development, the student will think independently and support his expressed ideas and opinions.

Sample Behavioral Objectives and Testing Models for

INDEPENDENT THINKING

PRIMARY

GIVEN A TOPIC OF INTEREST TO DISCUSS, THE STUDENT WILL SUPPORT HIS EXPRESSED IDEAS AND OPINIONS.

Sample Item: Discuss with the class or with your small group, one of the following topics:

Are recesses necessary?
Should students choose what they want to eat in the lunchroom?
Should children have to go to school?
Should parents punish their children when they misbehave?
Should children have to go to bed at a certain time?

Criteria: enters in discussion
states and supports opinions

INTERMEDIATE

GIVEN AN ISSUE, THE STUDENT WILL BE ABLE TO STATE AND DEFEND HIS POSITION ON THAT ISSUE.

Sample Item: "No Clean Water? It's Up To You"
Summarize what you believe your own responsibility to be in relation to the problem of water pollution.

Be able to support what you have said.
Are you proud of your position?
Have you told anyone of your feelings?
Have you chosen your position after consideration of alternatives?
Have you considered the consequences of your choices?
Have you chosen your position freely?
Have you been consistent in your position and action?
Have you done anything about your beliefs?

Criteria: Student can state his position on the issue and support it in relation to the questions.

MIDDLE SCHOOL

GIVEN OPINIONS WITH WHICH A STUDENT AGREES OR DISAGREES, THE STUDENT WILL STATE HIS OPINION AND SUPPORT IT.

Sample Item: In groups of four or five students, you are to write an immediate response of "strongly agree" or "strongly disagree" to the following opinions:*

Students are losing respect for teachers.
Giving grades encourages learning in school.
My parents are racially prejudiced.
I prefer police brutality to riots.

On an item in which there is marked differences of opinion among the group, hold a discussion. Support your opinion with specific examples or reasons for believing as you do. Listen to the reasons presented by other panel members. Then write a reaction paper, stating your opinion and reasons for it. Show that you have listened to others by stating their reasons, but indicate why you cannot accept their opinion. If you have changed your mind after the discussion, write a reaction paper giving reasons for the change and support that opinion.

Criteria: The student's paper will be evaluated to determine that he did support his opinion, even after listening to (and perhaps accepting) opposing viewpoints.

*Controversial issues may also be used. After the group discussion, the student could research the subject before writing his paper. The paper should contain opinion and evidence and should distinguish between opinion and fact.

HIGH SCHOOL

GIVEN THE OPPORTUNITY, THE STUDENT WILL FORM AND SUPPORT A PERSONAL VALUE STRUCTURE BASED UPON OBSERVATION AND CONSIDERATION OF THE STUDENT'S ENVIRONMENT.

Sample Item: Consider the following words and write personal and functional definitions based upon your system:

wisdom	truth
right	wrong
freedom	friendship
duty	love
god	virtue

Criteria: cohesiveness and clarity of definition

Note: Another method of evaluating student behavior for this objective and goal is a teacher observation of student activity in a variety of situations both in and out of the classroom based on the following criteria:

- voluntary student response in class
- extra-curricular activity
- outside activities
- student intiated activity

Goal IV: Commensurate with his abilities, the student will assume responsibility for his continuing development in the language arts.

Objective: In assuming responsibility for his continuing development, the student will recognize, analyze and evaluate problems at progressive levels both in and out of the classroom, and will apply practical and academic knowledge in proposing possible solutions.

Sample Behavioral Objectives and Testing Models for

PROBLEMS AND SOLUTIONS

PRIMARY

GIVEN AN ASSIGNMENT TO IDENTIFY A POLLUTION PROBLEM IN THE NEIGHBORHOOD, THE STUDENT, WORKING IN A GROUP, WILL IDENTIFY THE PROBLEM, POSE POSSIBLE SOLUTIONS AND WILL IMPLEMENT THESE SOLUTIONS WHEN POSSIBLE.

Sample Item: Find a pollution problem in your neighborhood. Work with your group to think of some possible solutions to the problem. Tell your ideas to the class. Work on a project to try to eliminate the problem.

Criteria: group identifies problem
several practical solutions are suggested
the best solution is determined by the class
if possible the group works to implement a solution

Example: A group notices that the playground is covered with trash, and make the following suggestions:

1. suggests making posters telling people not to throw trash
2. hiring another janitor
3. spending 10 minutes of recess time in cleaning up playground

Class decide to do first and third suggestions and organizes committees to carry out activities.

GIVEN A PROBLEM SITUATION WHICH ARISES IN THE CLASS, THE STUDENT WILL DISCUSS POSSIBLE SOLUTIONS TO THE PROBLEM.

Sample Item: Form a small group. Discuss one of the following problems with your group. Make a list of possible solutions to discuss with the class.

Examples: a bully on the playground or in the neighborhood
a child no one will play with
a child who is "different" (physically or mentally handicapped)

Criteria: group discusses the problem
several solutions are suggested
best solution is determined
group works to implement solution

INTERMEDIATE

GIVEN A PROBLEM IN HIS ENVIRONMENT, THE STUDENT WILL STUDY THE PROBLEM AND PROPOSE SOME POSSIBLE SOLUTIONS.

Sample Item: What can we do about our displeasure with the lunch menus?
How could we be allowed the choice to stay in at recess if we want to?
How could we have bike paths drawn on the busy streets in our neighborhood?

Criteria: Students will
identify problems which affect him and on which he can have impact
use a variety of resources to study the problem
propose possible solutions

AFTER A VALUES ACTIVITY OR DISCUSSION, THE STUDENT WILL THINK ABOUT WHAT HE HAS JUST LEARNED OR RE-LEARNED ABOUT HIMSELF OR HIS VALUES AND STATE THOSE TO A GROUP OF PEERS.

Sample Item: Following our discussion, complete any or all of the following:
I learned that I _____
I re-learned that I _____
I noticed that I _____
I discovered that I _____
I realized that I _____

I was surprised that I _____
I was pleased that I _____
I was displeased that I _____

Discuss your responses with those at your table
Tell those at your table what you want to do about any of the responses you made

Criteria: Student will
respond to two or more of the phrases
share those responses with a group of peers
propose possible solutions to any problems

MIDDLE SCHOOL

GIVEN THE TASK TO LIST FIVE CHANGES HE THINKS WOULD IMPROVE THE SCHOOL, COMMUNITY, STATE, OR COUNTRY, THE STUDENT WILL SUGGEST PLANS OF ACTION THAT COULD BE TAKEN TO BRING ABOUT THESE CHANGES. HE WILL SELECT ONE AND FOR A PERIOD OF TIME WILL ENGAGE IN IT.

Sample Item: Make a list of five changes you think would improve the school, community, state or country. Next, suggest several plans of action you could take to help bring about these changes. You may consider some of the following: writing letters (to the editor, congressmen, school board, etc.); campaigning with posters, pamphlets; organizing or attending meetings; organizing a petition drive; taking part in a peaceful march or other demonstration.
You will be asked to report to the class in a month, discuss what you did and what results, if any, occurred.

Criteria: realistic goals
plans of action
results

HIGH SCHOOL

GIVEN POSSIBLE AND ACTUAL SITUATIONS WHICH MAY BE ENCOUNTERED, THE STUDENT WILL STATE PROBABLE CONDITIONS AND WILL APPLY PROBLEM SOLVING TECHNIQUES IN EVALUATING THE SITUATIONS AND SUGGESTING SOLUTIONS.

Sample Item: Discuss one problem you have confronted this week, either in or out of school, your intitial reaction, and the solution you arrived at. If you have not yet solved the problem, discuss the various solutions you are considering and the merits of each.

Criteria: reality of problem, reaction, evaluation, application of problem solving techniques

Sample Item: Dramatize the following situation: The Jones family must decide if Grandpa Jones should come to live with them. Grandpa Jones is a semi-invalid and will require one of the children's room for himself. He has helped the family financially on several occasions and his pension will aid the family budget.
Characters: Grandpa Jones (72), Mr. Jones (46), Mrs. Jones (40), Nancy (16), Bill (14), and Mary (8).
After the scene is presented, the class will analyze the attitudes and present the conflicting viewpoints.

Criteria: recognition of conflict, willingness and ability to alter viewpoint

Sample Item: Consider the experiences you have had in Language Arts and how they have affected you. Some things to consider are: skills you have acquired, vicarious experiences received through literature, knowledge you have gained through class discussion and activities.
Write a short narrative describing those elements of Language Arts which you would find useful and desirable after your graduation.

Criteria: discrimination of the various fields of language arts applicability of choices to future goals

Sample Item: Consider the following possibility: By the year 1976 damage to the environment has been catastrophic. Energy consumption has been cut 75%, and technology is at a near standstill.
Write a paper describing the probable conditions in this era, and how you would live. (Include vocation, values, and life style.)

Criteria: realistic presentation of possible conditions, explicit description of possible problems and their solutions, compatability of vocation, values, and life style to the projected conditions.

EVALUATION

In "A School Improvement Process" published by the Colorado Department of Education, evaluation is defined as the process of gathering, recording, and interpreting data which will indicate the extent to which stated behavioral objectives for students have been attained. A further observation is made that "matching objectives and appropriate measurement techniques is a crucial decision. Evaluation depends upon establishing a standard of measurement for reporting and comparing gains or losses.

"The number of evaluation techniques and instruments is extensive. The range of choices includes standardized achievement and aptitude tests to measure knowledge, skills, and abilities. To measure attitude and creativity, there are attitude scales, creativity scales, social interaction scales, motivation scales, personality inventories, and self-concept rating instruments. Other techniques for analyzing attitude and self-expression are word-association exercises, sentence completion, story completion, and role-playing. Cumulative records, anecdotal records case studies, the teachers' grade books, parent conferences, home visitations, interviews, questionnaires, and opinion polls all have a part to play in evaluation. Surveys and follow-up studies of dropouts, job and college success, delinquent students, the number of students participating in cocurricular and school social events, truancies, etc., also play a part in a comprehensive evaluation system. The method of measurement will vary depending upon the objective. To measure reading skills, a standardized achievement test may be used; to determine interest in reading — an interest inventory or a count of the number and types of books read; to analyze a student's attitude toward books and libraries, a rating scale or role-playing situation would be appropriate."

A crucial adjunct to evaluation is a means of accurate, succinct recording of performance. It is imperative that a teacher not only be selective in deciding which evaluation technique best measures an objective, but that the teacher also exercise judgment in devising a system of recording performance. In order to make the record system of value to subsequent teachers, it should indicate performance measured, degree of success, clarity of data, and comparison of gains and losses.

RESOURCE MATERIALS

The following is a partial list of publications which have been consulted frequently and from which ideas have been borrowed freely.

Clevins, Daronda L., Student Attitude Survey

Center for the Study of Evaluation, Instructional Objectives Exchange (IOX)

Cherry Creek Schools, English for an Electronic Age

_____, Media Ecology

_____, Master Plans, Five-Year Plans, Scope and Sequence Charts, Statements of Goals and Objectives, etc., from all schools in the district

Colorado Department of Education, A School Improvement Process

Combs, Arthur W., Beyond Behavioral Objectives

Flanagan, John C., Mager, Robert F., Shanner, William M., Language Arts Behavioral Objectives

Gribble, James, Introduction to Philosophy of Education

Gronlund, Norman E., Stating Behavioral Objectives for Classroom Instruction

Krasner, Leonard and Ullman, Leonard P., Research in Behavior Modification

Mager, Robert F., Analyzing Performance Problems

_____, Developing Attitude Toward Learning

_____, Goal Analysis

_____. Preparing Instructional Objectives

Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard, Values Clarification

Thomas, Ellen Lamar and Robinson, S. Alan, Improving Reading in Every Class: A Source Book for Every Teacher